

**SOCIAL WORKERS' PERCEPTIONS OF THEIR ROLES AND  
RESPONSIBILITIES IN WORKING WITH CHILDREN SENTENCED  
TO COMPULSORY RESIDENCE**

by

**YVONNE SPANDIEL**

**submitted in accordance with the requirements for  
the degree of**

**MASTER OF ARTS IN SOCIAL SCIENCE**

**in the subject**

**SOCIAL WORK**

**at the**

**UNIVERSITY OF SOUTH AFRICA**

**SUPERVISOR: PROF D DE KOCK**

**2019**

## DECLARATION

I, Yvonne Sarah Spandiel (Student number 38997126), declare that *Social workers' perceptions of their roles and responsibilities in working with children sentenced to compulsory residence* is my own work and has never been submitted either in part or in totality for examination at any other institution for any other qualification. I further declare that all the sources that I have consulted have been dully acknowledged throughout the text and by means of complete list of references.



---

MRS YS SPANDIEL

6 March 2019

---

DATE

## **DEDICATION**

I dedicate this study to all the social workers working with children sentenced to compulsory residence in Mogale, Rustenburg, Polokwane, Mavambe, De Aar and Namaqua child and youth care centres, previous known as Bosasa Child and Youth Care Centres (CYCCs).

## **ACKNOWLEDGEMENTS**

I wish to express my sincere gratitude to the following people and organisations that contributed to making this study possible:

- My supervisor, Prof. Desirée De Kock, for all her support and guidance during my studies.
- My parents and my husband for always being by my side and motivating me to complete my studies.
- The Directors of Bosasa Youth Development Centres who gave me the necessary consent for conducting the study.
- The social workers who participated in the study.
- Dr Louis Scholtz for his encouragement and interest in my studies.
- Ms Margaret Grobbelaar for her contribution as independent coder.
- Dr Elsie Naudé and Dr Berto Lombard for the editing of the dissertation.
- Lastly, but most importantly, my mentor, Dr Estelle Marx, for her encouragement and support during this research project.

***TO GOD ALL THE GLORY***

## **ABSTRACT**

This study aimed to explore and describe the role perceptions of social workers working with children who have been sentenced to compulsory residence due to being in conflict with the law. Exploratory, descriptive, and contextual research designs were applied in using a qualitative research approach. The researcher collected the data using semi-structured interviews with all the social workers working with children sentenced to compulsory residence at Bosasa Child & Youth Care Centres. The data analysis was done using the eight steps identified by Tesch (in Creswell, 2014:198). The data verification was accomplished using Guba's model (in Krefting, 1990:214-220). The research study provided valuable conclusions and recommendations to different role-players who have an interest in the role of social workers working with children sentenced to compulsory residence. The findings indicated the importance of regular training for social workers who work with children sentenced to compulsory residence to help children to deal with risk factors that may increase the probability of offences occurring.

## **KEYWORDS**

Children, children in conflict with the law, Child Justice Act, Child & Youth Care Centres, compulsory residence, perceptions, responsibilities, roles, social work and youth offenders/ juvenile offenders.

## TABLE OF CONTENTS

<b>DECLARATION.....</b>	<b>ii</b>
<b>DEDICATION.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>iv</b>
<b>ABSTRACT.....</b>	<b>v</b>
<b>TABLE OF CONTENTS .....</b>	<b>vi</b>
<b>LIST OF TABLES .....</b>	<b>xii</b>
<b>LIST OF ACRONYMS.....</b>	<b>xiii</b>
<b>CHAPTER 1 GENERAL INTRODUCTION AND ORIENTATION TO THE STUDY 1</b>	
<b>1.1 INTRODUCTION AND BACKGROUND INFORMATION.....</b>	<b>1</b>
<b>1.1.1 Children in conflict with the law- an international perspective.....</b>	<b>3</b>
<b>1.1.2 Children in conflict with the law - African perspective .....</b>	<b>8</b>
<b>1.1.3 Children in conflict with the law – a South African perspective .....</b>	<b>11</b>
<b>1.2 PROBLEM STATEMENT .....</b>	<b>16</b>
<b>1.3 MOTIVATION FOR THE RESEARCH .....</b>	<b>17</b>
<b>1.4 RESEARCH QUESTION.....</b>	<b>19</b>
<b>1.5 THEORETICAL FRAMEWORK .....</b>	<b>19</b>
<b>1.5.1 Role Theory.....</b>	<b>20</b>
<b>1.5.2 Ecosystems Theory .....</b>	<b>22</b>
<b>1.5.3 Attachment Theory .....</b>	<b>24</b>
<b>1.5.4 Strength based theory .....</b>	<b>25</b>
<b>1.6 THE GOAL AND OBJECTIVES OF THE RESEARCH.....</b>	<b>27</b>
<b>1.6.1 Goal of the study.....</b>	<b>27</b>
<b>1.6.2 Research objectives of the study .....</b>	<b>27</b>
<b>1.7 RESEARCH APPROACH .....</b>	<b>29</b>
<b>1.8 RESEARCH DESIGNS.....</b>	<b>31</b>
<b>1.9 ETHICAL CONSIDERATIONS .....</b>	<b>32</b>

1.9.1	Informed consent.....	32
1.9.2	Voluntary participation .....	33
1.9.3	Anonymity, confidentiality and non-violation of privacy.....	33
1.9.4	Management of information.....	34
1.10	CLARIFICATION OF KEY CONCEPTS .....	35
1.10.1	Social work.....	35
1.10.2	Social worker .....	36
1.10.3	Compulsory residence.....	36
1.10.4	A child in conflict with the law.....	37
1.10.5	Role .....	37
1.11	CHALLENGES AND LIMITATIONS EXPERIENCED .....	38
1.12	DISSEMINATION OF RESEARCH RESULTS .....	39
1.13	CHAPTER OUTLINE OF THE STUDY.....	39
1.14	CONCLUSION OF THE CHAPTER.....	40
	<b>CHAPTER 2 APPLICATION OF THE QUALITATIVE RESEARCH PROCESS.....</b>	<b>41</b>
2.1	INTRODUCTION .....	41
2.2	RESEARCH APPROACH .....	41
2.3	RESEARCH DESIGN.....	43
2.3.1	Exploratory research design .....	44
2.3.2	Descriptive design.....	45
2.3.3	Contextual design .....	46
2.4	RESEARCH METHOD.....	46
2.4.1	Population and sampling.....	47
2.4.2	The data collection process .....	48
2.4.2.1	<i>Preparation for data collection .....</i>	<i>48</i>
2.4.2.2	<i>Method of data collection .....</i>	<i>50</i>
2.5	DATA ANALYSIS.....	52

<b>2.6</b>	<b>DATA VERIFICATION .....</b>	<b>55</b>
<b>2.6.1</b>	<b>Credibility .....</b>	<b>55</b>
<b>2.6.2</b>	<b>Transferability .....</b>	<b>56</b>
<b>2.6.3</b>	<b>Consistency (dependability) .....</b>	<b>57</b>
<b>2.6.4</b>	<b>Neutrality (conformability) .....</b>	<b>57</b>
<b>2.6.5</b>	<b>Reflexivity .....</b>	<b>58</b>
<b>2.7</b>	<b>ETHICAL CONSIDERATIONS IN THE STUDY .....</b>	<b>58</b>
<b>2.7.1</b>	<b>Informed consent.....</b>	<b>59</b>
<b>2.7.2</b>	<b>Right to privacy, anonymity and confidentiality.....</b>	<b>59</b>
<b>2.7.3</b>	<b>Protection of participants from harm .....</b>	<b>60</b>
<b>2.7.4</b>	<b>Management of information.....</b>	<b>60</b>
<b>2.9</b>	<b>CONCLUSION OF THE CHAPTER.....</b>	<b>61</b>
	<b>CHAPTER 3:.....</b>	<b>62</b>
	<b>RESEARCH FINDINGS AND LITERATURE CONTROL .....</b>	<b>62</b>
<b>3.1</b>	<b>INTRODUCTION .....</b>	<b>62</b>
<b>3.2</b>	<b>BIO- AND GEOGRAPHICAL INFORMATION OF PARTICIPANTS .....</b>	<b>62</b>
<b>3.3</b>	<b>RESEARCH FINDINGS.....</b>	<b>66</b>
<b>3.3.1</b>	<b>Theme 1: Social workers’ accounts of their understanding of compulsory residence in terms of the Child Justice Act .....</b>	<b>70</b>
<b>3.3.2</b>	<b>Theme 2: Social workers’ accounts of how their job description focuses on their role in working with children sentenced to compulsory residence .....</b>	<b>72</b>
<b>3.3.3</b>	<b>Theme 3: Social workers’ experiences of their role in working with children sentenced to compulsory residence .....</b>	<b>74</b>
<b>3.3.3.1</b>	<i>Sub-theme 3.1: Conduct assessments .....</i>	<i>74</i>
<b>3.3.3.2</b>	<i>Sub-theme 3.2: Draw up an IDP for each child .....</i>	<i>76</i>
<b>3.3.3.3</b>	<i>Sub-theme 3.3: Work in a multi-disciplinary team .....</i>	<i>77</i>
<b>3.3.3.4</b>	<i>Sub-theme 3.4: Facilitate and co-ordinate the implementation of IDPs .....</i>	<i>78</i>
<b>3.3.3.5</b>	<i>Sub-theme 3.5: Provide counselling and support .....</i>	<i>79</i>



3.3.3.6	<i>Sub-theme 3.6: Run structured group work programmes .....</i>	81
3.3.3.7	<i>Sub-theme 3.7: Involve the family .....</i>	88
3.3.3.8	<i>Sub-theme 3.8: Liaise and work with stakeholders and other role players ..</i>	89
3.3.3.9	<i>Sub-theme 3.9: Conduct community outreach programmes .....</i>	91
3.3.3.10	<i>Sub-theme 3.10: Prepare for child's re-integration into the family and community .....</i>	91
3.3.3.11	<i>Sub-theme 3.11: Compile court reports .....</i>	92
3.3.3.12	<i>Sub-theme 3.12: Provide aftercare services .....</i>	93
3.3.4	<b>Theme 4: Social workers' opinions on how families can be involved in the re-integration of children sentenced to compulsory residence .....</b>	93
3.3.4.1	<i>Sub-theme 4.1: Families visit and maintain contact with children .....</i>	94
3.3.4.2	<i>Sub-theme 4.2: Families attend family group conferences and meetings ....</i>	94
3.3.4.3	<i>Sub-theme 4.3: Social workers conduct home visits and link families to resources .....</i>	95
3.3.4.4	<i>Sub-theme 4.4: Network with others .....</i>	96
3.3.4.5	<i>Sub-theme 4.5: Social workers prepare environment and community for child's release .....</i>	97
3.3.5.	<b>Theme 5: Challenges faced by social workers in working with children sentenced to compulsory residence .....</b>	97
3.3.5.1	<i>Sub-theme 5.1: Family-related challenges .....</i>	98
3.3.5.2	<i>Sub-theme 5.2: Child-related challenges .....</i>	99
3.3.5.3	<i>Sub-theme 5.3: Service-related challenges .....</i>	100
3.3.5.4	<i>Sub-theme 5.4: Challenges related to re-integration .....</i>	101
3.3.5.5	<i>Sub-theme 5.5: Legislative challenges .....</i>	103
3.3.6.	<b>Theme 6: Social workers' recommendations to address the challenges experienced in working with children sentenced to compulsory residence.....</b>	106
3.3.6.1	<i>Sub-theme 6.1: Review the Child Justice Act.....</i>	107
3.3.6.2	<i>Sub-theme 6.2: Children should be placed closer to their families .....</i>	108

3.3.6.3	<i>Sub-theme 6.3: Clearer sentence orders</i> .....	108
3.3.6.4	<i>Sub-theme 6.4: Parenting skills training</i> .....	108
3.3.6.5	<i>Sub-theme 6.5: Need for specialised after-care programmes</i> .....	109
3.3.6.6	<i>Sub-theme 6.6: Evaluate the impact of therapeutic programmes</i> .....	109
3.7	<b>CONCLUSION OF THE CHAPTER</b> .....	110
	<b>CHAPTER 4</b> .....	113
	<b>SUMMARY, CONCLUSION, AND RECOMMENDATIONS</b> .....	113
4.1	<b>INTRODUCTION</b> .....	113
4.2	<b>SUMMARY OF THE CHAPTERS</b> .....	113
4.3	<b>CHALLENGES AND LIMITATIONS TO THE STUDY</b> .....	114
4.4	<b>CONCLUSIONS RELATING TO THE RESEARCH PROCESS</b> .....	114
4.5	<b>CONCLUSIONS AND SUGGESTIONS RELATING TO THE RESEARCH FINDINGS</b> .....	117
4.6	<b>RECOMMENDATIONS</b> .....	119
4.6.1	<b>Recommendations for social work practice</b> .....	119
4.6.2	<b>Recommendations for further and future research</b> .....	120
4.7	<b>CONCLUSION OF THE CHAPTER</b> .....	120
	<b>BIBLIOGRAPHY</b> .....	121
	<b>ANNEXURE A – LETTER REQUESTING INDIVIDUALS’ PARTICIPATION IN THE RESEARCH</b> .....	148
	<b>ANNEXURE B – INFORMED CONSENT DOCUMENT</b> .....	151
	<b>ANNEXURE C – CONSENT FORM REQUESTING PERMISSION TO PUBLISH RESEARCH</b> .....	153
	<b>ANNEXURE D – STATEMENT AND DECLARATION</b> .....	154
	<b>ANNEXURE E – APPLICATION TO CONDUCT RESEARCH</b> .....	155
	<b>ANNEXURE F – PERMISSION LETTER FROM BOSASA YOUTH DEVELOPMENT CENTRES</b> .....	157
	<b>ANNEXURE G – INTERVIEW GUIDE</b> .....	158

**ANNEXURE H – EXAMPLE OF A VERBATIM TRANSCRIPT ..... 159**

## **LIST OF TABLES**

Table 2.1 Features of qualitative research and its application research .....	423
Table 2.2 Themes identified .....	545
Table 3.1: Participants' biographical and demographic information .....	65
Table 3.2: Overview: themes, sub-themes, and categories .....	67

## LIST OF ACRONYMS

CYCC	Child and Youth Care Centre
DR&EC	Department of Social Work Research and Ethics Committee
IASSW	International Association of Schools of Social Work
IDP	Individual development plan
IFSW	International Federation of Social Workers
NICRO	South African National Institute for Crime Prevention and the Reintegration of Offenders
PBSW	Professional Board for Social Work
SACSSP	South African Council for Social Service Professions
SAQA	South African Qualifications Authority
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations International Children's Emergency Fund
UK	United Kingdom
USA	United States of America

# **CHAPTER 1**

## **GENERAL INTRODUCTION AND ORIENTATION TO THE STUDY**

### **1.1 INTRODUCTION AND BACKGROUND INFORMATION**

This chapter provides a general introduction and orientation to the study. After presenting the introduction and background information to the study, the focus is on the problem statement; motivation for the research; research question; theoretical framework; and the goal and objectives of the research. This is followed by giving an account of the research approach applied; ethical considerations followed; clarification of the key concepts used; challenges experienced in conducting the research; and the dissemination of research results. Before concluding the chapter, the chapter outline of the study is expounded.

The phenomenon of social workers working with children in conflict with the law is not a new phenomenon. In the Eighteenth Century, the juvenile justice system was heavily influenced by the common law of England. The law classified children under the age of seven as infants who could not be guilty of a crime and regarded children over the age of 14 as being fit to stand trial the same as adults. This treatment of juveniles changed during the Nineteenth Century. Special facilities for troubled children were developed, especially for their protection and rehabilitation and to help children to avoid committing further crimes (Dialogue on Youth and Justice, 2007:4). A report of the International NGO Council on Violence against Children (2013:11-39) stated that juvenile courts emerged in 1899 in the United States of America (USA). The aim was to treat children in conflict with the law with special care and protection. This led to international laws focusing on children's rights (International NGO Council, 2013). According to Young (2014:104 – 122) "... juvenile or child justice courts have a significant role to play in revising troubling trends in the criminal justice system and their functions vary from child protection, diversion programmes, and creating humane environments for incarcerated children to providing mental health services in the juvenile justice system. Any specific action is usually determined by the court order issued by the presiding officer of the child justice court concerned. With the shifting of societal and social conditions, the incarceration of children became a social problem across many countries. It remains important for social workers to transform the criminal justice system to one that has greater connection to the professional social work values. This will create opportunities to be part of the change process in the future.

‘Children in conflict with the law’ is a worldwide phenomenon and different justice systems deal differently with juvenile delinquents (Lelekov & Kosheleva, 2008:68; Smith, Fulcher & Doran, 2013). The development of the United Convention on the Rights of the Child (hereafter called the UNCRC) (1989) was deemed necessary because of a worldwide concern about growing juvenile delinquency, the increase of violent crimes committed by children (Gallinetti, Kassan & Ehlers, 2006:12). The aims of the United Nation NCRC of 1989 were originally set out in a League of Nations Declaration of 1924, where it was stated that children “need special safeguards and care, including legal protection before as well as after birth” and that “mankind owes to the child the best it has to give” (Gallinetti *et al.*, 2006:12). The UNCRC (1989) is described as the most comprehensive of all the policies on the rights of children (Landsdown, 2011:1). It places an obligation on all adults to strive to improve children’s rights. Furthermore, voluntary organisations and local authorities need to make provision for special protection, opportunities and facilities by law and other means for the protection of children (Grewcock, 2009:398; Zelden, 2007:1-2).

Since the declaration of the UNCRC (1989) many countries have signed the convention. In signing the UNCRC (1989), 196 countries take on a legal obligation to create and invest in non-violent systems, as justice systems must provide the full protection to which children are entitled (Blanchfield, 2013:10). It is important that suitable measures be applied to ensure that children in conflict with the law receive the necessary education and reintegration programmes. Article 19 of the UNCRC article 19, states that governments must “... take all appropriate legislative, administrative, social and educational measures to protect [children] from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation” (Blanchfield, 2013:10). The UNCRC (1989, articles 37 & 40) specifically deals with children in conflict with the law. Article 37 states that children in conflict with the law should be protected from torture, corporal punishment, and deprivation of liberty. Article 40 prescribes that children in conflict with the law should be treated in a manner consistent with the child’s dignity and worth, reinforcing the child’s respect for the human rights and freedom of others. The court should consider the child or offender’s age, and any ruling should aim to reintegrate the child and to have the child play a constructive role in society (UNCRC) (1989).

Countries that are signatories of the UNCRC (1989) countries have taken measures or are in the process of bringing their existing laws in accordance with the provisions of the Convention on the Rights of the Child (2007).

The discussion of the background information, in terms of children in conflict with the law and the role and responsibilities of the social worker relevant to the juvenile justice system, is continued by describing it from an international perspective, an Africa perspective and a South African perspective.

### **1.1.1 Children in conflict with the law- an international perspective**

Research done in the USA and Cambodia, cited by Zelden (2007:2) found that children deprived of their liberty show higher levels of recidivism. Therefore, child offenders need to be channelled into environments suitable for their protection and care. These countries hold the opinion that children who come into contact with the juvenile justice system should be guided through appropriate legal, administrative, or social welfare channels. There are various systems in place to prevent reoffending, such as the Juvenile Justice Alternatives Project in Tajikistan (Commission on Child Rights, 2009:10).

In the United States of America, children are sentenced under the Fair Sentencing Act of 2010 and the juvenile courts in certain states can make the decision to commit a child to state custody. Most of these children will serve time in youth detention centres or youth diversion centres or be placed on probation. Each state has its own laws and they vary widely regarding the regulations and parameters for sentencing children to youth detention centres or to adult prisons (United States Department of Justice, 2015:1). There are more children of colour in adult prisons than white children. There furthermore seems to be a direct correlation between incarceration as a juvenile and incarceration as an adult because many juveniles who were in detention centres end up in prison when they are adults. With reference to juveniles ending up in the adult system, it appears that juvenile detention centres are not succeeding in doing their job of reforming juveniles and as such recidivism remains high and many juveniles end up being incarcerated in the adult system. Aforementioned is borne out by Doyle's findings (in Sweeney, 2015:1) that "...those who were incarcerated as juveniles are 23 percentage points more likely to end up in jail as an adult when compared with juvenile offenders who, by the



grace of a lenient judge, avoided incarceration. Put another way: 40 per cent of kids who went into juvenile detention ended up in prison by the age of 25.”

Social workers in the USA, working in the criminal and child justice field are referred to as criminal justice social workers, forensic social workers, or correctional social workers. Social workers play an important role in providing more efficient services to youth offenders, their families and their communities. Social workers have to coordinate services to ensure integrated services are rendered, advocate for psychosocial service delivery, participate in policy development to ensure that young offenders’ needs are addressed, and improve access to evidence-based bio-psychosocial services during the young person’s period of incarceration. The aim is to reduce the re-arrests and recidivism rates, and ultimately to end the negative cycle (Wilson, 2010:3-10).

Sarri and Shook (2005:213-214) agree that social workers need to advocate on behalf of sentenced young people to ensure that they are involved in the decision-making process regarding the programmes they need to attend, matters pertaining to their families and other matters that have an impact on their development. Social workers must assess young people using the appropriate procedures and instruments to ensure that they are placed in the correct treatment programmes. Social workers as the “effective treatment specialists” must address the needs of young people in child and youth care centres (Sarri & Shook, 2005:217). They need to collaborate with welfare organisations in the communities and the families of young people to ensure effective service delivery. Social workers also need to develop reintegration programmes for young people to address their needs in terms of housing, family reunification, education and employment. As change agents, social workers need to develop policies and programmes to ensure services are implemented to improve the juvenile justice system. According to Shane (2007:3-4), social workers must assist young people to adjust to their new environment and link them to the necessary resources whilst they serve their sentences. Social workers must teach the young people coping skills and educate them to understand how the child justice field functions. During admission, social workers must orientate young people, inform them about their rights and responsibilities, and advise them how to deal with different challenges they might face.

With reference to children sentenced to imprisonment, in Austria these children are detained in juvenile prisons in terms of that country’s Juvenile Justice Act of 1988. Sentencing judges,

and not social workers, meet with the children in residential care facilities to write follow-up reports. It is considered important that these children should have a seamless transition to reintegration after all stakeholders, such as psychologists, social workers and families have been involved and the necessary services have been put in place (United Nations Office on Drugs and Crime, 2013:9). Social workers play an important role as mediators for juvenile offenders in juvenile prison in Austria (Messmer & Ouo, 1992). They are responsible for finding in-conflict resolutions between victims and offenders (Pelikan, 1991:167). Social workers are responsible to give counselling and support to young people in correctional service facilities. They prepare young people for release and are responsible for the reintegration of young people back into society (Correctional Services in Austria, 2016:74).

According to the United Nations Children's Fund (UNICEF, 2013:6), in the former Soviet Union children who were dealt with by the justice system generally faced sentences (or suspended sentences) which included some form of deprivation of liberty. Children were often punished for several years because social workers were not available to render social work services. With the recognition of social work as a profession, a growing number of efforts have been made to address the issue of children in conflict with the law. There is now a chain of treatment interventions from the time that the police arrest youngsters, through the trial process and during sanctions. Services are rendered to sentenced children to help them focus on a new beginning in society. In the United Kingdom (UK), when a child is found to have committed a serious crime like murder, he or she must be detained. Under section 60 of that country's Criminal Justice and Court Services Act 2000 (United Kingdom, 2000), the trial judge will set the 'tariff' in open court when a murder was committed by a person under the age of 18. The tariff is the minimum period that must be served before an offender can be considered for an early release (Brammer, 2015:388). Research done by Gallinetti *et al.* (2006:79) and the Law Commission (2015:274) showed that in England and Wales, in what was regarded as the earlier years, children who were convicted of crimes and sentenced to life imprisonment were likely to be detained at "Her Majesty's pleasure". Consequently, a child would only be considered for release when the parole board was able to consult with the trial judge and the Lord Chief Justice. The final power to release the child was vested in the Secretary of State and this shows that children were treated the same as persons who had to serve a mandatory life sentence.

In England and Wales children from the age of 10 years can be held responsible for committing crime (Griffiths & Norris, 2019:31). This means that children under the age of 10 cannot be

arrested or charged with committing a crime. Children between 10 and 17 can be arrested and taken to court if they commit a crime, but they are treated differently to, and away from adults. There are special youth courts which attend to youth offenders. The sentences are different and children are sent to special secure centres, not to adult prisons. The Ministry of Justice Bulletin 2014/2015 (2016:5 – 17) indicated that the, Youth Justice Board is a non-departmental public body that manages and oversees the youth justice system. The Youth Justice Board manages young offenders and designs activities to prevent offences by children between the ages of 10 and 17. The Youth Justice board reported that in England and Wales approximately 94 960 young people between the ages of 10 and 17 were arrested in the year ending March 2015 (Ministry of Justice, 2016:5-11).

The current British youth court system assigns several responsibilities specifically to social workers. Their role includes ensuring that each child has an individual development plan, providing and coordinating youth justice service, assessing children for placement in rehabilitation programmes to prevent re-offending, and providing support for children and young persons remanded or sentenced (Brammer, 2015:367).

Children in conflict with the law in Bangladesh often spend many months in pre-trial detention while waiting for a judge to hear their cases. Juvenile justice legislation appears to conflate the issue of children in conflict with the law, leading to the arrest and prosecuting of children who need care and protection (International NGO Council on Violence against Children, 2013:15-16).

Norway has employed behavioural development techniques to prevent violence and aggression among children in conflict with the law (International NGO council on Violence against Children, 2013:17). In Norway young offenders are treated less severely than adults who offend (Holmboe, 2017:37-58). The age of criminal capacity is 15 years and a sharp line is drawn between the treatment of 17-year-olds and 18-year-old offenders. The punishment for an offender of age 17 years will be more lenient than the punishment for an offender who is 18 years old. There are two prisons in the country for sentenced young people. The process of determining youth punishment following sentencing is divided into three stages:

- Stage 1: Arranging a youth conference,
- Stage 2: Making an action plan, and

- Stage 3: Carrying out the action plan.

The focus of the social workers is intended to be on the needs of the young offender and restorative and justice processes.

In Canada, the Youth Criminal Justice Act was enacted in 2002. This Act states that children should only be sent to prison after committing serious offences, such as violence, or showing a pattern of convictions. Judges need to consider alternative options such as “a combination of imprisonment and correctional supervision before imposing direct imprisonment” (Youth Criminal Justice Act, 2002:35). In this Act it is stated that where some merit exists in the case of severe offences, retributive sanctions should “always be outweighed by the interest of safeguarding the well-being and future of the young person” (Youth Criminal Justice Act, 2002:35). If direct imprisonment is the only appropriate sentence, for example in the case of murder, the child may only be sentenced to imprisonment for a maximum of seven to ten years. In such a case, the child may become eligible for parole after a period of four to six years (Gallinetti *et al.*, 2016:78). In considering this, the question arises of where and how the social worker fits in here.

Children in Germany, if they are between 14 and 18 years old, are sentenced in terms of the country’s Juvenile Detention Act to youth prisons called “Jugendstrafanstalt” (Berlin Senate Department, 2015:5). The jurisdiction of the juvenile court also includes 18-21-year-olds. In the Youth Court there are special magistrates who determine the precedence of cases. They work together with the youth welfare organisations that employ social workers. The role of social workers is to support the children and their families. Social workers give feedback to the court in terms of the criminal capacity of the child. They participate in court proceedings and they can make recommendations to the court in terms of the sentence options. The aim of this Act is to remove or prevent the possibility of a life sentence for children. They can also make recommendations in terms of aftercare for the children and placement with their families, placement in programmes to learn social skills, or referral to a youth prison. They are not allowed to give legal advice to the children and their families and focus on the social welfare of the child (Berlin Senate Department, 2015:16).

In Germany’s Juvenile Detention Centres, children’s need for education and growth opportunities are assessed by social workers and other professionals such as psychologists. The

Juvenile Detention Act focuses on social therapy where high risk children who committed violent offences or who suffer relapses are accommodated in Juvenile Detention Centres. Social workers form part of the team that provides intensive therapy to correct children's behavioural problems (Berlin Senate Department, 2015:17).

The next section focuses on the service rendered by social workers working with children in conflict with the law in African Countries.

### **1.1.2 Children in conflict with the law - African perspective**

In Zambia children are sentenced in terms of the Juveniles Act (Chapter 53 of the laws of Zambia) and the Criminal Procedure Code (Chapter. 88 of the laws of Zambia) (Mumba, 2011:41). The Department of Social Welfare in Zambia is responsible for the protection of the rights of children in conflict with the law. Muyobela and Strydom (2017:540) stated that "social workers are rendering services to incarcerated child offenders in Zambia with the aim of rehabilitating and reducing recidivism." In the execution of their tasks social workers are using various practice perspectives, theories and models. When children are arrested, the social workers form part of the multidisciplinary team involved in screening them before their court appearance. They also conduct counselling sessions and facilitate programmes in prisons that focus on rehabilitation in prison to ensure reintegration of children back into society (Muyobela & Strydom, 2017:540).

In Zimbabwe children in conflict with the law were previously stigmatized, shunned, and perceived by society to be a threat. Juvenile justice in Zimbabwe used a retributive approach that focused on punishment of juvenile offenders. This approach was criticized by children's rights activists and the Zimbabwean juvenile justice cluster saw fit to change the system to be reformative and rehabilitative. New legislative instruments and policies focusing on the rights of children who are in conflict with the law were implemented. The Constitution of Zimbabwe (Amended Act No 20 of 2013), Zimbabwe abolished the use of the death penalty for convicted child offenders. The Zimbabwean Government uses the UNCRC a guideline to ensure non-discrimination against sentenced juveniles (Ruparanganda & Ruparanganda, 2016:7).

Children sentenced in Zimbabwe, are now seen to have a right to dignity, privacy and respect (Zimbabwe, 2013: 32). In terms of the Criminal Justice Act (2002:2) in Zimbabwe, some children do go to prisons, but before children between the ages of 14 and 17 years are sentenced, a probation officer must submit a social inquiry report. In the interim the children are detained in places of safety, which are called probation hostels and training centres. The emphasis is on counselling and programmes that help the children to build a positive thinking mind-set. Ruparanganda and Ruparanganda (2016:8-9:11) stated that social workers are involved as follows in three spheres in the country's juvenile justice system:

- In the primary sphere, the social workers try to identify the root cause of the problems that children are facing. The ultimate aim is preventing juvenile crime by creating an environment that addresses risk factors such as poverty.
- The secondary sphere gives attention to the home circumstance of the sentenced juvenile, and entails looking at the factors in the social environment leading to the child's behaviour. Social workers provide parenting skills training to parents in order to create healthy environments for children (UNICEF, 2013).
- The third sphere concentrates on facilitating restorative justice programmes to prevent children from re-offending, as well as preparing children for release and giving them support.

In Uganda, Mugerwa (2010:76) revealed that a long period of time typically passes before the police take a child offender to court. Consequently, there is an ever-growing increase in the number of children awaiting trial. When a child is convicted of a crime, regardless of the seriousness of the crime, the child may not be detained for a period exceeding three years. When adults commit similar crimes, they may be sentenced to death (Du Toit, 2006:15). The Children's Statute of 1996 "incorporates the principle of imprisonment as a measure of last resort" (Du Toit, 2006:15). Chitembwe (2006:63) pointed out that substance and alcohol abuse are the main reasons for young people becoming uncontrollable and that when they are sentenced, rehabilitation is unsuccessful. This anti-social behaviour of young people remains a major challenge for the social workers; a challenge worsened by a lack of resources leading to rehabilitation programmes not being executed (Mugerwa, 2010:79).

In the Republic of Kenya, the Children's Act (Act No 8) of 2001 (Republic of Kenya, 2001:103) is used to cater for services to children, which include welfare services. Child offenders are

sentenced in children's courts except for cases of murder, or when a child has been involved in an offence with any person above 18 years. The children's court has full responsibility to sentence child offenders or to deal with an offender whom the higher courts found guilty. If the child offender is 15 years and above, the offender must be assigned to a suitable rehabilitation school fitting his or her needs. The Children's Act (Act No 8) of 2001 stipulates that no child may be sentenced to life imprisonment, but instead must be sentenced to reform schools or so-called Borstal (detention) institutions (Gallinetti *et al.*, 2016:80). Child offenders aged sixteen years are sentenced to a borstal institution under the supervision of a counsellor, who is a qualified person in terms of the Probation of Offenders Act (Republic of Kenya. Probation of Offenders Act, No. 29 of 1943 (Rev Ed, 2012.)). In the Republic of Kenya, law reform has been achieved and corporal punishment is prohibited in all settings, including the home. However, the right to "administer reasonable punishment", while rendered void under the Constitutional prohibition, is still to be formally repealed (Global Initiative to End All Corporal Punishment of Children, 2020). Juvenile courts are established in terms of Section 2 of the Children and Young Persons Act 1963 (Republic of Kenya. Children and Young Persons Act, 1963:Chapter. 141). By Kenyan law the process of unification of the child with his family must take place and children have the right to education, religion, health, and rehabilitation, and are allowed to practice their cultural values. Child offenders are kept separate from adults. Social workers have an important part to play as they can be managers of rehabilitation schools and can also be authorized by the director to grant leave to the sentenced juveniles who are in the institution. The role of the social worker in the institution is to see to it that children do not stay in a centre for a period more than three years, to ensure that no inmate's age exceeds 18 years, and that the dates of release are adhered to. Proper service is rendered to children and children maintain healthy relationship with their families. The social workers link every child to proper services that can help them to deal with challenges, handle problems and develop their talents while serving their sentences. They also prepare children for release and reunite them with their families (Guidelines Manual on Juvenile Justice, 2016:28).

According to Gallinetti *et al.* (2016:80) legislation in Lesotho stipulates that no person below the age of 18 years may be imprisoned unless there are substantial and compelling reasons to do so. The period of imprisonment may never be longer than 15 years. The Children's Protection Act of 1980 of that country, views imprisonment as a measure of last resort and stipulates that it should only be for the shortest appropriate period (Gallinetti *et al.*, 2016:80).

The 2017 statistics of UNICEF indicated that in Lesotho, the Children's Court sentenced 26 children to the juvenile training centre in that year (UNICEF, 2017:2).

In contrast with Lesotho, the Namibian Constitution, Act 8 of 2014 (2014:13) states that no person under the age of sixteen may be imprisoned (Namibia. 2010, Gallinetti *et al.*, 2006:80). A report submitted to the United Nations Committee regarding the Rights of the Child, stated that Namibia does not allow life imprisonment for children (Gallinetti *et al.*, 2006:80). In Namibia the Child Care and Protection Act, no 3 of 2015 (Namibia, 2015: 88) is used to render services to children under the age of 18 years. Where an accused under the age of 18 is convicted, instead of punishment, the court may order as follows that the convicted offender be:

- placed under the supervision of a probation officer;
- placed in the custody of a person designated by the court; or
- sent to a reform school (Sec. 290 (1)).

An accused between the ages of 18 and 21, convicted of any offence other than murder without extenuating circumstances, may be -

- placed under the supervision of a probation officer; or
- sent to a reform school in lieu of punishment.

This overview of international (including African) perspectives on children whose behaviour brought them into conflict with the law, gave a clear background on how different countries apply their laws or policies regarding children committing crimes. The next section focuses on the service rendering by social workers working with children in conflict with the law in South Africa.

### **1.1.3 Children in conflict with the law – a South African perspective**

In Africa, during the colonial period, juvenile delinquency was created by labour migrancy, which affected the stability of the family (Waller, 2006:79). South Africa did not escape this trend. Services rendered to children in conflict with the law and child justice services date back to the colonial period when more punitive forms of justice replaced the customary African approach to child justice. Children were punished but not incarcerated during this period



(Bezuidenhout & Joubert, 2003:15, 16). In European countries such as Britain, children who misbehaved were disciplined in the same way that slaves were (Bezuidenhout & Joubert, 2003:16).

In South Africa, the promulgation of the *Verbetergestichten* (Reform Schools) Act of 1879 was the first legislation to address juvenile delinquency. This Act made provision for the establishing of schools, which later became known as reform schools for juveniles (Skelton & Tshehla, 2008:30; De Kock, 1999:56). The Act of 1879 was replaced by the *Gevangenissen en Verbetergestichtenwet* (Prisons and Reformatories Act 13 of 1911). This act introduced industrial schools in South Africa (De Kock, 1999:56). In terms of the Act, the court could decline to proceed with a trial against a child and send a child to a government industrial school. This was the first legislation that established the principle that children and young people should not be imprisoned. However, due to a lack of facilities, this Act did not protect all children from imprisonment. The Children's Protection Act (Act No 25) of 1913 was established to protect children from being imprisoned (Badenhorst, 2011:20). The 1913 Act allowed the release of arrested children by police officials and made provision for children to be held in places of safety during the investigation of the child's alleged offence. At the time schools and industrial schools were transferred from the Department of Prisons to the Department of Education through the Children's Protection Act (Act No 25) of 1913 (Badenhorst, 2011:20). The purpose of this Act was to establish a children's court for children's cases. However, the court did not have criminal jurisdiction although some cases could be transferred to the criminal court.

The Young Offenders Bill of 1937 proposed certain changes in how the criminal justice system should deal with children. This Bill stated that the minimum age of criminal capacity should be changed from seven to ten years. There should be a ban on the imprisonment of children below the age of 16, and the abolition of the death penalty for children. The Bill was passed into law as the Children's Act (Act No 31) of 1937 (Skelton & Tshehla, 2008:30). Prior to 1948, children in South Africa who committed crimes were subjected to whipping or sent to reform schools to serve sentences (Skelton, 2004:31). Later the Children's Act (Act No. 33) of 1960 came into effect (Badenhorst, 2011:20).

Although social work services in South Africa remained in the religious, philanthropic, 'welfare' realm of social control, social workers started to do rehabilitation and work with the

indigent (Smith, 2013b:3). Social work has played an important role in forming and shaping the South African society through resistance and struggles against oppressive dynamics in our country. Radical social work developed through resistance movements and involvement in political organisations (Smith, 2013b:23). During the time mentioned above, there was some advocacy in South Africa for children's laws in respect of children committing crimes. Unfortunately, the South African Government did not react to these initiatives and no appropriate services were offered to children in general (Child Justice Project, 2002:14). The services offered to children were racially biased and focused on the White population. Some changes in South Africa occurred during the 1960s and 1970s. From 1977, children were sentenced to compulsory schooling at a reform school in terms of section 290 of the Criminal Procedure Act, 1977 (Act No 51 of 1977) (South Africa, 1977). The bias in service delivery to children prompted the transformation of the child and youth care system in the country after 1994 (Glaser, 2000:9 (The Constitution of the Republic of South Africa, 1996).

From 1970 to the 1980s many children who were involved in unlawful protests and broke the law or were suspected of being involved with the then banned African National Congress (ANC), were detained by the previous South African Government during the State of Emergency. The declaration of a State of Emergency gave the government the power to detain people (including children) in large numbers without following normal legal procedures. Children were arrested and held in undisclosed locations by the police or state security (Merrett, 2011:53-66).

In 1992, at the National Conference on the Rights of the Child in Cape Town, the need for a comprehensive juvenile justice system was emphasised. South Africa has a long history of laws that infringed and abused the basic freedom and rights of the most vulnerable members of our society (Bendle, Coetzee & Frescura, 2010:5). Several incidents, such as the case of Neville Snyman, brought the treatment of children in conflict with the law into the spotlight. In October 1992, this 13-year old boy from Robertson in the Western Cape was detained for stealing sweets, cold drinks and cigarettes from a shop. After his arrest, Neville was detained together with adults in a police cell, with tragic results. That evening he was sodomised, strangled, and then killed. The media reported widely about the circumstances that led to his death (Skelton & Potgieter, 2002:479).

Concerned members of society launched the “Free a child for Christmas” campaign in December 1992 as a response to Snyman’s death (Van Eeden, 2013:20). Several lawyers assisted families of children in custody with their bail applications. The Department of Justice was forced to speed up the trials of children and to release them from police custody (Van Eeden, 2013:19-20). Although the next significant incident of a child being murdered , while being detained with adults, happened five years later, while the transformation of the system for children in conflict with the law was already in progress, it emphasised the urgency and commitment of all government departments and stakeholders to expedite the process.

The subsequent similar example of such an occurrence was that of the 13-year old Lubabalo Mazwene who was placed with adults in a police cell in Butterworth. He was arrested in May 1997 on alleged charges of stealing sweets from a store in Butterworth. He was beaten to death by an adult offender (Branken, 1998:1).

Furthermore, the signing of the UNCRC by the democratically elected government in South Africa speeded up the transformation process. Badenhorst (2011:2) stated that “Since the ratification of the United Nations Convention on the Rights of the Child, South Africa became obliged to comply with the various provisions in the said Convention”. In 1996, a new Bill of Rights was enshrined in the Constitution of the Republic South Africa, which includes the rights of children (Bendle, Coetzee & Fescura, 2010:5; (The Constitution of the Republic of South Africa, 1996: Section 28).

In 2003, and again in 2008, there were debates on this Bill, which led all stakeholders and role-players to examine the concerns relating to children awaiting trial. This assisted the judicial system to move away from a mainly retributive criminal system, to a restorative justice approach (Department of Social Development, 2015b:5). This is in line with Zehr’s (2002:18) emphasis that communities need to take responsibility to integrate victims as well as offenders. The preceding discussion highlighted the background of key actions that led to the development of the Child Justice Act (Act No 75) of 2008 (South Africa, 2008a).

The Child Justice Act (Act No 75) of 2008 (South Africa, 2008a) brought about new, innovative ways of rendering services to children who are in conflict with the law. The Child Justice Act (Act No 75) of 2008, Sections 72 – 78 (South Africa, 2008a:92-93) deals with the sentence options when a child is found guilty on a criminal offence. In this study, Section 76

in the Child Justice Act (Act No 75) of 2008 (South Africa, 2008a:94), is of particular importance. The reason being, that this section for the first time narrates to sentencing children to compulsory residence in a Child and Youth Care Centre (CYCC) as a sentence option.

The first children in South Africa to be sentenced to compulsory residence in CYCCs were admitted to CYCCs in February and June 2012. In the case of the *State versus JN*, case number 12/2012, sentence was handed down on 28 February 2012 in the Higher Court in Mafikeng. In the *State versus Ruiter*, sentence was handed down in June 2012 in the Higher Court in the Western Cape (Department of Justice and Constitutional Development, 2014).

This new sentencing option brought new challenges to staff members employed at CYCCs and specifically to the social workers. It is therefore important to determine the role and responsibilities of the social worker working with sentenced children. Prior to the implementation of the Child Justice Act (Act No 75) of 2008, social workers at secure care centres were responsible for children awaiting trial, which a responsibility completely different from working with sentenced children (South Africa, 2008a). Even in the curriculum of the Bachelor of Social Work Degree in South Africa, there is no specific module or subject which focuses on the role and responsibilities of the social worker working with children sentenced to compulsory residence. This terminology is unique to South Africa. In other countries children are referred to detention centres, youth prisons or youth offender institutions. In this regard, Singh and Singh (2014:111) stated that "... in terms of this legislation, social workers must focus on therapeutic programmes based on children's needs, resiliency therapeutic programmes, reduction of being placed in the institution, and disengagement".

Apart from legislation and regulations, minimum norms and standards documents provide guidelines to institutions in terms of expectations related to their functioning and service delivery to different beneficiaries. In the Department Social Development's Blueprint, Minimum Norms and Standards for Secure Care Centres document (Department of Social Development, 2010:2), the then Director-General of the Department of Social Development, is quoted as saying that "minimum norms and standards can ensure that different sectors of society work together effectively to uphold the principles of child justice and restorative justice system".

However, there are presently only minimum norms and standards for children awaiting trial and for diversion away from the criminal justice system in place (Department of Social Development, 2015b:5). Norms and standards for sentencing offenders to compulsory residence are still in the process of development. At present there are no guidelines to ensure uniformity of services to which CYCCs must adhere regarding children sentenced to compulsory residence. In secure care the norms and standards are described as “a practise guideline against which service delivery can be standardised, measured and improved” (Department of Social Development, 2010:6). The minimum norms and standards for secure care are currently used by CYCCs when rendering services to children sentenced to compulsory residence.

According to the Department of Correctional Services’ 2017/16 national average statistics, the number of sentenced children in correctional centres remains an area of concern. During 2017/18 the number of sentenced children on average amounted to 126 children. It should be noted that social workers are among the primary role-players working with sentenced children upon whom various obligations are placed in correctional services facilities (Department of Correctional Services, 2018:18).

The compulsory residency sentencing option brings new challenges to CYCCs and staff members employed at these centres, specifically social workers. It is therefore important to determine the role of the social worker in working with sentenced children in CYCCs.

Next, the discussion focuses on the problem statement in this study.

## **1.2 PROBLEM STATEMENT**

A problem statement in research refers to the focus and articulation of the specific problem that the researcher wants to investigate (Rubin & Babbie, 2010:133, Fouché & Delport, 2011b:108). The problem statement also refers to the nature of the research problems, its context and significance for research (Burns & Grové, 2009:74).

The preceding literature review (see 1.1.1) shows that in countries outside of the African Continent (as well as in South Africa), the social worker’s role and responsibilities when rendering services to juvenile offenders and particularly those placed in residence, are clear.

As indicated, these roles include promoting social change reflecting the needs and avoidable causes of problems that people experience when they need assistance; solving problems in human relationships; empowering young people to enhance their well-being; rendering support services during their sentences; and providing post-release support and aftercare for a certain period after their release (Guidelines Manual on Juvenile Justice, 2016:28; Ruparanganda & Ruparanganda, 2016:8-9:11; Singh & Singh, 2014:111; Criminal Justice Act, 2002:2). However, there is a lack of literature about the role of the social worker in terms of service delivery to *children sentenced to compulsory residence in a CYCC*.

The 2017/2018 Department of Correctional Services annual report indicated that in 2018 the number of children who were sentenced to prison in South Africa, dropped to 126 from 148 indicated in the previous book-year (Department of Correctional Services, 2018:29). According to the Department of Justice and Constitutional Development (2014:22), the number of children sentenced to compulsory residency in child and youth care centres increased from 110 children in 2010/2011 to 353 children in 2011/2012, and further to 381 children in 2013/2014. Since the role of the social worker as the leader of the team working with these children, includes being responsible for direct service delivery to children sentenced to compulsory residence, these numbers emphasise the importance of the social worker's contribution in this regard.

Against the above background, the problem statement formulated for this study, was that –  
*social workers are unsure about their role and responsibilities when working with children sentenced to compulsory residence.*

### **1.3 MOTIVATION FOR THE RESEARCH**

The review of international literature regarding children in conflict with the law and the role of the social worker in terms of children in youth prisons or detention centres conducted in section 1.1 yielded some mention of the roles and responsibilities of social workers in this regard. These roles and responsibilities included addressing problems experienced in human relationships, empower young people to enhance their own well-being, life-skills development support during their sentence and re-integration into the family and community after release (Guidelines Manual on Juvenile Justice, 2016:28; Ruparanganda & Ruparanganda, 2016:8-9:11; Singh & Singh, 2014:111; Criminal Justice Act, 2002:2).

As previously indicated, the Child Justice Act (Act No 75) of 2008 was the first Act to make provision for children to be sentenced to residence in a CYCC, and only prescribed the responsibilities of the manager of the CYCC towards the court (South Africa, 2008a). The managers of these centres must ensure that they perform their responsibilities for these children in terms of Section 28(1)(g) of the Constitution of the Republic of South Africa 1996). As already mentioned, upon completion of the child's sentence, the manager of the particular centre must send a report to the presiding officer of the Child Justice Court regarding the possibility of the child's reintegration back into society without serving a term of imprisonment as stipulated in Section 76 of the Child Justice Act (Act no. 75) of 2008 (South Africa, 2008a:94). With the implementation of the Child Justice Act on 1 April 2010, the staff members in CYCCs faced a new complicated responsibility in rendering services to children sentenced to compulsory residence. As team leaders/case managers of the children in CYCCs, social workers need to give feedback to the manager of the CYCC to be able to report to the presiding officers of the court concerned.

On a personal professional level, the researcher was motivated to undertake this research by a number of aspects. The researcher was a member of the site verification committee for diversion programmes in Gauteng responsible for the evaluation of diversion programmes in line with the minimum norms and standards. The possibility of diversion programmes was introduced in South Africa in the early 1990s as a sentencing option using preventive programmes (Department of Social Development, 2015:5). Social workers need to assess the needs of young people and render programmes using different models and theories in social work. The aim of the site verification committee was to use the minimum standards for diversion programmes to monitor and evaluate clients' progress (South Africa, 2015b:6). This involvement triggered the researcher's interest in wanting to become more informed about the norms and standards for social workers working with the young people sentenced to compulsory residency and establishing guidelines in this regard. The researcher's interest in the research topic furthermore stems from the fact that she is employed at Bosasa, an organisation responsible for the management of several CYCCs in SA, and that she therefore has first-hand experience of the confusion amongst some social workers about their responsibilities in delivering services to children sentenced to compulsory residence. Despite limited specifications available about the roles and responsibilities of social workers working with children sentenced to compulsory residence, Bosasa Youth Development Centres developed policies and procedures to assist Social Workers employed at Bosasa CYCCs.

## **1.4 RESEARCH QUESTION**

Bhattacharjee (2012:20-21) states that a researcher must explore and select questions to understand the current knowledge of the subject under investigation. Research questions are designed to determine the scope of the study, whether of a behaviour, event, or phenomenon. This has an influence on the type of methodology that the researcher undertakes, it determines the focus of the study and the purpose of the study, and it guides the researcher to do relevant and appropriate literature research. Lastly, it provides a focus for the data collection of the study (Bhattacharjee, 2012:6). A research question develops from the knowledge gap identified in the literature review and the research question must inform the goal and objectives of the research study.

Flowing from the problem statement, the research question for this study was formulated as follows:

*“What are social workers’ perceptions of their roles and responsibilities when working with children sentenced to compulsory residency?”*

The nature of the research question in this study points to the selection and application, of a qualitative research approach in conducting this research.

## **1.5 THEORETICAL FRAMEWORK**

Delpont, Fouché and Schurink (2011:299) stated that theory in qualitative research “relates to the methodology the researcher chooses and the epidemiologies underlining the methodology”. Kerlinger and Lee cited in Kivunja (2018:45) add that “a theory is a set of interrelated constructs (concepts), definitions, and propositions that present a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting the phenomena.” The theoretical framework on the other hand, is described as a broader assembly of concepts and theories applied in research as “a structure that summarizes concepts and theories, which you develop from previously tested and published knowledge which you synthesize to help you have a theoretical background, or basis for your data analysis and interpretation of the meaning contained in your research data” (Kivunja, 2018:46).



According to Grant and Osanloo (2014:12) the theoretical framework is one of the most development of research questions, the conceptualisation of the literature review, the design approach and the analysis plan for the study. This is defined by the authors as a “blueprint” that “serves as the guide on which to build and support your study” (Grant & Osanloo, 2014:12). The theoretical framework influences every aspect of the research process from conducting the literature review to the analysing of the data. The theoretical framework forms the basis of the study because theory should inform and guide the practice and assist with analysing the data.

As befitting a qualitative research project, this study is an orientational qualitative inquiry that begins with an explicit theoretical perspective determining the conceptual framework that directed the field work and the interpretation of the findings (De Vos, Strydom, Schulze & Patel, 2011:5-6) was done from a post-positivist and constructivist worldview or approach.

In terms of the post-positivist worldview there is a reality that needs to be studied, captured and understood. Post-positivists use multiple methods for capturing data and focus on the discovery and verification of theories. Internal and external validity are used in qualitative procedures that lend themselves to structured analysis. In post-positivist research the focus is on the understanding of the study during the investigation with the starting point being the area of study and what is relevant (De Vos *et al.*, 2011:7-8). When using constructivism in a research study, the participants become more active and involved in all the phases of the process. Constructivism is more radical than positivism and changed the tight control over the total process to full empowerment of the participants (De Vos *et al.*, 2011:7-8).

Taking in consideration the post-positivism and constructivism worldview, the researcher used four theoretical frameworks relevant to this study “as a structure or a data mining lens that uses knowledge from research done to date in [this] field, to make sense of the data in [this] research study” (Kivunja, 2018:46), namely role theory, eco-systems theory, attachment theory and strength-based theory.

### **1.5.1 Role Theory**

Role theory in social work emerged from a sociological understanding of how a human being’s functioning is shaped by modifiable role patterns developed through life. Role theory was

largely adopted from social psychology and developed and interpreted by social workers. Social workers may apply role theory assuming certain roles to address problems, risk factors, needs, potential harmful behaviour, strengths, resilience and the potential of people and collective experiences within the context of personal and social functioning. Role theory concepts help social workers to analyse the client system within their physical and social environment (Kimberley & Osmond, 2017:452). Leskosek (2009:17) is of the opinion that role theory provides a conceptual framework to explore the attitudes and perceptions of people. Role theory refers to the way people play out certain defined roles while adhering to society's norms, expectations, and acceptable as well as unacceptable forms of behaviour. The focus is consistently on how the social structure influences the self-concept of people, which in turn influences their behaviour and cognition (Teater, 2015:15).

According to Kimberley and Osmond (2017:452), role theory focuses on the most important features of social life, namely characteristics, behaviour patterns and expectations associated with positions. There are expectations of how human beings speak, act and associate with certain roles. These are also expectations that exist for occupational and social roles (Roberts, 2009:240). Role theory analyses and examines the linkages between social organisation, culture, and performances of human beings while they are engaged in interaction (Ahmed, Brohi & Khuwaja, 2018:583). Role theory provides researchers with a perspective for studying social issues. However, there is also confusion and mal-integration regarding role theory. Various professionals may have different definitions of role concepts, notions about roles, and explanations for role phenomena. Formal derivations for role propositions have been hard to find (Biddle, 2000:2419). Role theory examines several perspectives of social thought, and reviews empirical research and discussion issues. In examining different perspectives of social thought, it is important to note that human beings behave in ways that are different or predictable. This depends on their respective social identities and the situations in which they are. The term 'role theory' concerns itself with an individual's behaviour depending on certain expectations of his or her behaviour and norms. In this regard, Jones (2013:2) referred to the following three aspects:

- Characteristic behaviours.
- Assumed identities.
- Behavioural patterns that everybody can understand.

Biddle (2000:2418) stated that role theory does not normally appear by itself as a major concept but appears when topics like the self, groups, institutions, and role taking are discussed. The author further states that role theory is “currently weakened by terminological and conceptual confusion, diffuse effort, and the narrow visions of some of its proponents and critics” (Biddle, 2000:2419). Major (2003:45-57) holds the view that definitions of the concept of role in relation to role theory must include the norms and values of a person or the position of a person. Martin and Wilson (2005:651) conclude that “the term role theory analyses the linkages between the social organization and performances that humans give while engaged in interaction”. As role theory relates to this study, the role of the social worker in service delivery to children sentenced to compulsory residence will influence characteristic behaviours assumed identities and general behaviour patterns.

The researcher aimed to explain the roles that social workers play in rendering services to children sentence to compulsory residence. The focus was on the interaction between the social workers and the children sentenced to compulsory residence.

### **1.5.2 Ecosystems Theory**

The concept “ecological” can be defined as an investigation of the relationship between people and their environment. Poor physical environments in urban areas constitute one of the risk factors that can lead to a high crime rate. This theory emphasises that person and environment are engaged in constant circular exchanges in which each is reciprocally shaping and influencing the other over time. In order to understand human behaviour, the person and the environment cannot be separated because a person is a product of the systems within the society in which he or she lives and must be viewed as a united system with due understanding of the culture and history of the person and of the environment. The ecological perspective is grounded in the biological sciences and ecology, which looks at dynamics within the environment. Scientific fields in the study of ecology show that within the ecosystem, all organisms are connected (Breetzke, 2008:1-2).

That best-known advocate of the ecological approach, Bronfenbrenner (cited in Kail & Cavanaugh, 2016:17-18) divided the environment into four levels that influence each other continuously. With reference to young people, these levels can be described as follows:

- The *microsystem* consists of people or individuals close to the young person. These can be the parents, siblings, or the guardian. Some young people may have more than one microsystem which can include family or day-care settings that strongly influence their development (Kail & Cavanaugh, 2016:17). According to Heyns (2015:21) the micro level is where a child in a child and youth care centre finds her or himself. The theory helps social workers to understand why children engage in crime and how they can play a role in reducing the levels of crime through interventions that are contextual and relevant. The ecological theory defines the family as a social institution where children learn and develop. Families are critical in the socialisation processes of children because this is where children develop social roles and values.
- The *mesosystem* provides connections across microsystems. It is likely that microsystems influence each other. For example, a young offender might have accepted a visit from his family and if they did not keep their promise, it can lead to him or her being moody when he or she responds to his or her friends. The young person sentenced to compulsory residency in a CYCC will display problem behaviour within the CYCC too. This demonstrates that the young offender's microsystems (family and friends) and functioning in the CYCC, (mesosystem) are emotionally interconnected.
- The *ecosystem*, the third component, involves social settings that a young person might not experience first-hand but that still have an influence on his or her development. Changes in the UNCRC policies, for example can have an influence on the development or amendment of policies and legislation affecting of young offenders across all countries which are signatories to the Convention.
- The *macrosystem* is the broadest environmental context in which microsystem, mesosystem and ecosystem are embedded. It consists of cultures and subcultures which function in a particular manner (Kail & Cavanaugh, 2016:17). Young people are directly affected by family members, their friends, and social systems such as the neighbourhood they live in, their religion, and culture. According to Brueggeman (2006:7) macro social work is the practice of helping people solving social problems and helping with social change in the community where you work.

When using this approach, the social worker has a responsibility to develop an “environment consciousness” (Turner, 2017:132). The social worker needs to identify the connections

between human welfare and the health of the ecosystem locally and globally. There is interconnectedness between the physical environment and the human beings' wellbeing. Social workers can assess the impact of a human made environment on their clients, the potential effects and the quality of the local ecosystem (Turner, 2017:134).

Therefore, in applying the ecosystems theory, the social worker working with sentenced children has to help the children to [fit into](#) their new environment. The social worker must empower them with insight, skills and techniques that provide a better picture or understanding of surroundings that are beneficial for the development of clients. For example, children sent by the court to attend the matrix rehabilitation program for substance abuse while living in the CYCC, will benefit more if they are linked to a community resource that will continue to enhance coping skills learned when they leave the child and youth care centre.

The eco systems theory became the golden thread throughout the study citing that a child is a product of the systems in the society he or she lives in and it is important that the social worker focus on defining and understanding children, their socialisation processes and new trends that impact their value systems.

### **1.5.3 Attachment Theory**

According to Turner (2017:1-3), John Bowlby who introduced the theory of human attachment, stated that it is the nature of an infant to be close to his primary care giver. The term 'attachment figure' usually refers to the mother or a specific care giver. Attachment behaviours are gestures and signals which promote and maintain closeness to the primary caregivers. To keep primary caregivers close for protection, infants engage in certain behaviours which are likely to result in the adult moving closer to the child. Common attachment behaviours are crying, smiling, following and babbling. This forms good bases for relationships and building of a child's competency.

Bowlby's theory of attachments is supported by Ainsworth's attachment security findings (Turner, 2017:9-10). From childhood to adulthood a human being needs to build secure attachments. Social networks such as peer relationships, ego resilience, emotion regulation, a positive self-concept, and appropriate behaviour are all predicted by the infant's attachment

security. Attachment security determines the life span socially. From early and middle childhood attachment needs to be assessed. For people across the whole life span, attachment theory has been proven a fertile theoretical foundation for therapeutic interventions (Turner, 2017:14-15). The attachment theory helps the social worker to obtain a better understanding of the child's psychosocial issues, present and past behaviours and relationships. In the application of attachment interventions, it becomes necessary that the social worker should understand people and their relationships so that suitable interventions can be considered. In understanding these relationships, it is equally important to understand the context within which they take place. Human behaviour is influenced by the interactions and transactions that individuals have with their environment, so it becomes crucial for the treatment environment to be conducive for the treatment which is to be offered. Individuals do not only interact with their immediate environment, but also interact with all other human ecological layers within their environment, whether distant or proximal. These interactions shape and affect the outcome in terms of behaviours, feelings and relationships (Elliot, Hamburg & Williams, 1998:379–386).

In this research study the background information of most of the children who come in conflict with the law, including those sentenced to compulsory residence, told a story of child experiencing neglect, abuse, rejection, poverty, substance abuse, divorce and many other traumatic events. All these experiences have a direct and negative effect on the child's attachment and ability to form attachments with other people. Social worker understood that this theory plays a significant role in rendering services to children sentenced to compulsory residence in a CYCC.

#### **1.5.4 Strength based theory**

The strength-based approach in social work, as Howe (2009:12) pointed out, focuses on recognising the individual's strengths and potential. The strengths-based approach argues that people should not be seen from a point of deficit which looks at all the things that people cannot do or focus on their weak points. The emphasis should be on discovering, affirming, and enhancing the capability of the individual, their interests, knowledge, and what individuals can do best (Cederbaum & Klusaritz, 2009:422–428). Focusing on children's strengths instead of weaknesses may result in their improved motivation and performance. Social workers using

the strength-based approach focus more on questioning the client on “what works” in their lives and “how it works”. Hammond (2010:3) states that the strengths approach demands a different way of observing clients, their families, and the community from which they come. The focus should be on seeking to develop individuals, their natural abilities and capabilities. This is so that the therapy process can focus on the positive aspects of the client, emphasise developing human strengths and enhance the abilities that the client has (Gardner & Toope, 2011:89).

The point of departure for the strength-based approach is the view that every person, family, group and community hold the key to their own transformation and meaningful change. The perspective draws us away from the view that procedures, techniques and knowledge are the keys to change (McCaskey, 2008:79). Clients in strength-based therapy should see themselves as undergoing their own hero’s journey where they can either accept the challenge of the journey or accept defeat by whatever is troubling their lives (Smith, 2013:11b). Since children in conflict with the law are already dealing with multiple emotional and mental stresses resulting from futile climates and destructive relationships from their respective backgrounds, social work therapy should involve enhancing skills that prove their productivity and allow them to feel accomplished.

Karoll (2010:263) stated that social workers have been educated in applying empowerment processes and the strengths perspective to ensure better serve delivery to their clients. Clark (2009:122-125) stated that juvenile criminal justice departments who adopted the strength-based approach, understood that change always comes from the child’s place of power and strength. Punishment makes matters worse and the focus should be on motivational interventions. Min (2011:15) stated that the strengths-based approach is one of the most influential perspectives in the field of social work theories and practice. Therefore, the search for the essence of what social work is, is an attempt to respond to the demand for ending the long-standing conflict between social work values and practice caused by the traditional deficit-focused approach.

In this research social workers working with children who were exposed to traumatic experiences such as poverty, neglect, substance abuse, rejection, abuse, divorce and other social problem indicated that it is important to identify the strengths of each child and facilitate the process through which such a child can become aware of his or her own strengths. From this theoretical stance the social workers understood that their obligation here is to help children to

tap into their strengths and use the resources available to them. Hence, the utilisation of the strengths-based theory is of importance for social workers in general, but especially for those working with children sentenced to compulsory residence in CYCCs.

## **1.6 THE GOAL AND OBJECTIVES OF THE RESEARCH**

In giving direction to this research, this section focusses on the research goal and objectives of the study.

### **1.6.1 Goal of the study**

The research goal links with the purpose of the study. The research goal or “dream” that the researcher wishes to achieve, must guide the research, it must address the research problem, and it must aim for the “future valued outcome that the researcher wanted to achieve with the research, while the research objectives are the steps one has to take, one by one realistically at grass-roots level, within a certain timespan, in order to attain the dream” Fouché and De Vos (2011:94) also describe a research goal as the “dream” that the researcher wants to attain, with the objectives being “the steps one has to take, one by one realistically at grass-roots level, within a certain timespan, in order to attain the dream,” when conducting the research project. Fouché and Delport (2011b:108) further stated that a research goal can be described as the central thrust towards the study.

The problem statement and the research question for this study evolved into the goal of this study being formulated as follows:

To determine social workers’ perceptions of their roles and responsibilities in working with children sentenced to compulsory residence in CYCCs.

In order to attain the research goal, the necessary objectives were set.

### **1.6.2 Research objectives of the study**

The objectives of a research study are exceedingly important as they serve as directives in achieving the goal(s) of a study and in the choice of the research methodology. In other words,



the objectives act as a roadmap for the study to achieve the research goal. Therefore, authors such as Abdulai and Owusu-Ansah (2014:6), Fouché and De Vos (2011:94) and Creswell (2009:87) agree that the formulation of the research objectives must be specific, definitive and realistic in terms of the implementation and period of a study

In order to achieve the research goal, the objectives in this study were formulated as follows:

- To explore the social workers' perceptions of their roles and responsibilities in working with children sentenced to compulsory residence in CYCCs.
- To describe as findings, the social workers' perceptions of their roles and responsibilities in working with children sentenced to compulsory residence in CYCCs.
- To draw conclusions and make recommendations on the findings of the social workers' perceptions of their roles and responsibilities in working with children sentenced to compulsory residence in CYCCs.

In practical terms, to achieve the research goal, the research following task objectives were operationalized To obtain a sample of social workers working with children sentenced to compulsory residence in CYCCs.

- To conduct semi-structured interviews aided by open ended questions contained in an interview guide, with the social workers.
- To explore and describe the perceptions of social workers working with children sentenced to compulsory residence in CYCCs, about their roles and responsibilities in working with these children.
- To sift, sort and analyse the data obtained according to the eight steps of qualitative data analysis constructed by Tesch in Creswell (2014:198).
- To describe the findings regarding the social workers' perceptions of their roles and responsibilities in working with children sentenced to compulsory residence in CYCCs.
- To interpret the data and conduct a literature control in order to verify the data.
- To draw conclusions and make recommendations regarding the social workers' perceptions of their roles and responsibilities in working with children sentenced to compulsory residence in CYCCs.

In the next section, the focus of discussion is on the research approach which was identified to be suitable for this study.

## **1.7 RESEARCH APPROACH**

The research approaches used mostly in social research are the quantitative and qualitative approaches and the mixed methods approach. The research approach applied in this study was qualitative in nature to determine participants' views, opinions and attitudes on the matter at hand.

Qualitative research is descriptive in nature and meaning is gained through words or pictures (Abdulai & Owusu-Ansah, 2014:11). A qualitative research approach is concerned with empathic understanding of human behaviour ('verstehen') rather than explanation, with "naturalistic observation rather than controlled measurement" (Fouché & Schurink, 2011:308, 310). It focuses on answering questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomenon from the participants' point of view (Leedy & Ormrod, 2010:136).

Data collection methods employed in qualitative research include unstructured interviews, semi-structured interviews, observation, and focus group discussions. Qualitative researchers can use multiple forms of data collection in a single study; anything that might help to answer the research question. In qualitative research the data collection and data analysis can be very time-consuming (Saunders & Lewis, 2012:108, Leedy & Ormrod, 2010:145, Oun & Bach, 2014:253-254).

Participant observation, for instance, is applied as widely as possible to collect the richest possible data, but this often implies an unstructured element. In an unstructured interview, the researcher prepares himself or herself to deal with several topics or questions during an interview, rather than asking a question and waiting for a specific answer. Here, the researcher aims to get as much data as possible from the interview (Abdulai & Owusu-Ansah, 2014:11; Oun & Bach, 2014:254). The elements of qualitative research have methodological implications in such a way that the research question or questions form a vital part of the research process. A researcher requires extensive knowledge about what constitutes knowledge or evidence relevant to the study (Fouché & Schurink, 2011:323). A researcher also

requires knowledge of the different methods of data collection, such as participant observation and interviewing strategies. In addition, a researcher must further envisage how to sort, organise, index and analyse the data (Fouché & Schurink, 2011:324; Bhattacharjee, 2012:106).

It is important for the researcher to distance himself or herself from any judgment and preconceptions about the nature and essence of the everyday experiences of participants. The product of a research study should reflect the problem that was investigated (Palaganas, Sanchez, Molintas & Caricativo, 2017:433). Leedy and Ormrod (2010:135-136) describe qualitative research as a process that focuses on phenomena that occur in a natural setting; in the 'real'. This involves considerable preparation and planning by the researcher, before conducting the research.

Other than in quantitative research, qualitative research characteristically cannot be reduced to numerical values. It starts with a general research question rather than stating a hypothesis, collects an extensive amount of verbal data from a small number of people, then organises those data in a coherent and descriptive way in order to describe the situation that is being studied (Aspers & Corte, 2019:145). Qualitative research seeks to understand complex problems that require open minds. Inductive reasoning is used, and the data analysis process is more subjective in nature (Bhattacharjee, 2012:106; Leedy & Ormrod, 2010:135-136).

Qualitative research analyses data by extracting themes and concentrating on relationships between elements and concepts. When qualitative researchers report findings, they use interpretative narratives from their data by using a more personal literary style, often including their participants' own words, language and perspectives (Leedy & Ormrod, 2010:94-97). Qualitative research can reveal the nature of certain situations, settings, processes, relationships, systems, or people (Abdulai & Owusu-Ansah, 2014:11; Oun & Bach, 2014:254; Schurink, Fouché & De Vos 2011:397). In the current study, a qualitative research approach is the most suitable as it aims to understand the social workers' perceptions of their roles and responsibilities in working with children sentenced to compulsory residence.

For this study, the target population were all 17 social workers employed at six of the Bosasa CYCCs across South Africa, rendering services to children sentenced to compulsory residence. Bosasa CYCCs were selected as the researcher is employed by Bosasa. Therefore, the process of obtaining permission to conduct the study and gaining access to the different CYCCs was

not time consuming. Within the data collection process, the primary data collecting instrument was the researcher collecting data from participants by conducting semi structured interviews aided by an interview guide. The interviews with the participants were conducted in their natural settings, namely, their different workstations in Polokwane, Mavambe, Mogale, Rustenburg, Namaqua and De Aar Bosasa child and youth care centres. The researcher interpreted their words, documented observations during the interviews and through the data analysis process, derived themes, sub-themes and categories from the data collected. The researcher was then able to report on the participants' perception of their role and responsibilities in working with children sentenced to compulsory residence.

In Chapter 2, the researcher provides a comprehensive discussion of the application of the qualitative research approach and research design. This is accompanied by a detailed description of the application of the research method, which includes the target population, data collection, data analysis and verification of the data.

## **1.8 RESEARCH DESIGNS**

In this study an exploratory research design, descriptive research design and a contextual research design were used.

Fouché and De Vos (2011:318) state that exploratory research focuses on the “how” and the “why” questions, whilst Neuman (2006:23) maintains that the primary purpose of exploratory research is to examine a little understood phenomenon to develop preliminary ideas and move towards a refined research question by focusing on the “what” question. Fouché and De Vos (2011:94) state that exploratory studies establish causal relationships between variables.

A descriptive research design provides an accurate portrayal of the characteristics of a particular individual, event or a group in a real-life situation to discover new meaning (Grove, Burns & Gray, 2013-632).

A contextual research design involves the situation in which participants lives occur; a setting where people work, study, play, eat, drink and love (Rossman & Rallis, 2012:8). This research

design is used in qualitative research to grasp the social meaning and the significance of an experience in its social context (Neumann, 2012:92).

## **1.9 ETHICAL CONSIDERATIONS**

The concept “ethics” refers to “a set of morals and principles, suggested by an individual or group, [which is] subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students” (Strydom, 2011b:114). In other words, it includes rules and expectations about what is the right or unacceptable conduct and behaviour in certain situations (Neuman, 2014:69).

Ethical guidelines also serve as standards or a set of moral principles on which a researcher should base his or her research (Strydom, 2011b:114). Researchers need to anticipate ethical issues and address them in their research plans.

Before embarking on the research, the necessary submission was made to the University’s Department of Social Work’s Research and Ethics Committee (DR&EC) and the Committee’s permission was obtained to undertake the research.

### **1.9.1 Informed consent**

Obtaining participants’ informed consent to participate in the research, is the most important aspect of ethically appropriate research as it indicates the notion of free will, and requires providing enough information about a) what will be asked from the respondents, b) the consent and formal procedure by which the subjects affirm that they have been provided with all the necessary information that is required, and c) that they agree to take part in the study on their own free will (Abdulai & Owusu-Ansah, 2014:13; Engel & Schutt, 2013:64; Corbin & Strauss, 2008:31).

Their informed consent to participate in the research was obtained from the participants. This was done during the first individual interviews by informing participants about the aims and procedures of the study, after which their individual informed consent was obtained and

verified by signing consent forms (see Annexures A and B). The confidentiality and anonymity of participants were respected throughout the research process. Participants were informed of their right to withdraw from the study at any time during the research process, should they so wish. The researcher also ensured that participants understood what the research involved by explaining the procedures to be followed, as well as the other ethical considerations to be observed.

### **1.9.2 Voluntary participation**

In social research the foundational principle is that participation must be voluntary, and participants should not be coerced to participate in a study (Strydom, 2011c:117). Voluntary participation is essential in any research study and participants should be made aware that they are able to withdraw from the study at any given point, without any consequences (Bhattacharjee, 2012:127; Padgett, 2008:65).

During the first interview with the participants, they were informed that their voluntary participation in the research was required and that they would not be forced to participate in the study. It was also explained to them that they could at any time decide to withdraw from the study, without any consequences (See Annexure B). The researcher then scheduled follow up meetings with individual participants to conduct interviews at a date, time and place convenient for each participant.

### **1.9.3 Anonymity, confidentiality and non-violation of privacy**

The interests and future well-being of participants need to be protected. This is done by ensuring participants' anonymity, ensuring the confidentiality of the information that they provided and making sure that there will be no violation of their privacy (van de Sande & Schwartz, 2011:29).

Anonymity is ensured when the researcher or reader cannot identify a given response with a specific participant (Hartell & Bosman, 2016:72). This is done by giving each transcribed interview a code number and/or substituting the participants' names with pseudonyms. Identification codes or numbers that can be used to track down anyone who took part in the

study should not be awarded. The researcher knew the participants and therefore anonymity could not be ensured.

Confidentiality implies that only the researcher should be aware of the identity of the participants (Babbie cited in Fouché & Delpont, 2011:120) and anonymity comes into play on completion of the research, when even the researcher should not be able to identify who said what. The researcher arranged, through the managers of the child and youth care centres for a private space/venue/office to conduct the interviews. Confidentiality is a continuation or extension of privacy that limits other's access to private information and every person has the right to his or her privacy. It is his or her right to decide when, where, to whom and to what extent his or her attitude, beliefs and behaviour will be revealed (Van de Sande & Schwartz, 2011:29). The researcher adhered to confidentiality when she coded the transcribed interviews (Annexure G).

#### **1.9.4 Management of information**

Management of information refers to dealing with the verbatim transcripts of interviews, the records of contacts and interviews, and the notes on the theoretical and methodological decisions if an independent audit of the data collection or data analysis is required (Bhattacharjee, 2012:110; Holloway & Wheeler, 2010:132). The researcher applied the following principles, as outlined by Creswell (2007:142), in conjunction with anonymity and confidentiality, by:

- making backup copies of computer files;
- protecting participants' identities by removing their names from the data and other records;
- storing tapes of transcriptions and notes in a secure place in a locked cabinet to which only the researcher has access;
- disguising the identities of participants if other people (supervisors, promoters, typists, or independent coders) had to have access to the information; and
- planning to erase the data five years after completion of the research.

The research records of this study are stored in a locked office and password protection is used for data which are stored electronically to ensure that the data are kept safe from and

inaccessible to unauthorised persons. The transcriptions of the interviews are coded in such a manner that only the researcher can identify the participant. In adherence to research protocols, the research records will be disposed of five years after completion of the study. The participants also consented to the publication and dissemination of the research findings (see Annexure C).

## **1.10 CLARIFICATION OF KEY CONCEPTS**

In this section, the concepts that are important in this study are defined.

### **1.10.1 Social work**

Social work as a profession originally dates back to the 19th Century, with the initiation of a movement to improve the living conditions of people who were negatively affected by rapid social changes due to mass industrialisation. Traditionally, social work *inter alia* advocates the need for public services such as sanitation, education, policing, prisons, juvenile correction, public workhouses, and mental facilities. Social work services also require relevant legislation and policies (IFSW, 2012; Moriarty, Baginsky & Manthorpe, 2015:4).

In 2014, the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW) approved a global definition of social work. Together with many other countries, South Africa accepted this definition, formulated as follows: “Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing” (IFSW, 2014; De Beer, 2014:1).

In this study the global definition of social work applies, within the context of service delivery to children sentenced to compulsory residence in order to promote the social change and development, social cohesion, and the empowerment and liberation of children sentenced to compulsory residence in CYCCs, by engaging with them and their structures to address their



life challenges and enhance their wellbeing.

### **1.10.2 Social worker**

In legal terms, in the South African context, a social worker is described as a person who, in terms of section 1 of the Social Service Professions Act, 1978 (Act No 110) of 1978, as amended, is registered or deemed to be registered as a social worker under section 17 of the Act (SACSSP, 1999:1-2, 1-14, 1-15). In terms of section 17(1) of the Act, the South African Council for Social Service Professions (SACSSP) may “register as a social worker any person who holds the prescribed qualifications and satisfies the prescribed conditions, and who satisfies the council that he is a fit and proper person to be allowed to practise the profession of social work” (SACSSP, 1999:1-14, 1-15). According to section 17(3) of the Act, any person registered as a social worker with the SACSSP, may use the title social worker (SACSSP, 1999:1-15).

In general terms, a social worker is a professional person who helps others to resolve problems and obtain resources, provides support during crises and facilitates social responses to the needy (Du Bois & Miley 2011:3). To practise and be employed as a social worker in South Africa, a person must be registered with the SACSSP as a social worker as described above. In this study, the term ‘social worker’ refers specifically to social workers employed in CYCCs and who render social services to children sentenced to compulsory residence.

### **1.10.3 Compulsory residence**

The Child Justice Act (Act No 75) of 2008 (South Africa, 2008a) makes provision for different sentences for children in conflict with the law. One of these sentences is for the child to be sentenced to compulsory residency in a Child and Care Centre (South Africa, 2008a:94). Gallinetti, (2009:45) defined compulsory residence as it “... is when the Child Justice Court sentences a child in terms of section 76 (1) of the Child Justice Act, (Act No 75) of 2008 to attend specific programmes at a child and youth care centre, provided for in section 191(2)(j) of the Children’s Act, and to complete the sentence”.

In this study, compulsory residence as defined above by Gallinetti applies to the CYCCs where

to young people are sentenced by a child justice court.

#### **1.10.4 A child in conflict with the law**

A child in conflict with the law is a person who “committed or has been accused of having committed an offence” and who is being dealt with by the juvenile justice system or adult criminal justice system if the child is in danger, due to his or her behaviour or the environment in which the child lives (International Bureau for Children’s Rights, 2010:325). Children in conflict with the law include “anyone under 18 who comes into contact with the justice system as a result of being suspected or accused of committing an offence” (UNICEF, 2006:1). Within the South African context, the National Policy Framework Department of Justice and Constitutional Development, 2010:38) defines children in conflict with the law, as “anyone under 18 who comes into contact with the judicial system, as a result of being suspected or accused of committing an offence”.

For the purpose of this study, a child in conflict with the law is regarded as a person, under the age of 18 years, accused of committing a criminal offence. It is of relevance to this study to mention that children are sentenced in terms of the Child Justice Act (Act No 75) of 2008 to compulsory residence in a CYCC when found guilty in a court of law (South Africa, 2008a).

#### **1.10.5 Role**

The social role or roles of a group of people are usually determined culturally, with social expectations which are associated with boundaries, status, and identification. Social workers working in communities need to understand their roles, social position and social boundaries. Social workers empower clients to meet these social roles (Turner, 2017:242). This requires an understanding of the interactions, transactions, and compensations between different parts of the system. It requires a continuum of information to be gathered from work with the individual children and their families through to the community as a whole. Judgement is called for about the different weighting factors - multiple levels of analysis need to be applied. Consideration has to be given to the point and timing of intervention, and to the consequential impact of change in one part of the system’ (Ward & Rose, 2002:313).

In this study 'role' refers to the social worker's contribution or role in terms of the rendering of social work services to children sentenced to compulsory residence.

### **1.11 CHALLENGES AND LIMITATIONS EXPERIENCED**

In conducting the research, the researcher experienced some challenges. She had to travel long distances to the various child and youth care centres to interview participants, participants giving limited information due to confusing the researcher's roles as a researcher and fellow employee, and the researcher having had to conduct member checking of participants, as part of the data verification process of the research. The reason for having to do the latter task was that at certain CYCCs, the social workers who agreed to act as participants were no longer in the employ of the CYCC when they were to be interviewed. However, this only applied to two of the participants and therefore did not compromise the trustworthiness of the study. Fortunately, the researcher, due to the importance of this study for the employer, managed to combine the visits to the different CYCCs to arrange matters pertaining to the research and interview participants, with work-related responsibilities.

The researcher experienced limitations such as that the data collected were not as complete and detailed as it should have been. The reason for this is that the participating social workers' account on the topic of their role as social workers working with children sentenced to compulsory residence, could be attributed to her working at Bosasa Child and Youth Centre as their colleague. They responded in the knowledge that she was aware of the challenges they experience in working with these children. This matter and how it was dealt with, is discussed in more detail under 2.4.2.2 (Method of data collection, last paragraph).

The absence of pilot testing the interview schedule and research interview skills contributed to the fact that the researcher had to go back to the participants, not only for member-checking, but for more detailed information too.

The researcher managed to overcome the challenges and limitation without compromising the validity and trustworthiness of the study.

## **1.12 DISSEMINATION OF RESEARCH RESULTS**

The research process and findings are presented in the form of a dissertation to obtain a Master's qualification in Social Work. The researcher plans to present the findings of this study at an applicable conference and to prepare and submit an article for publication in an accredited journal. After successful completion of the degree, the researcher will provide the management of the various child and youth care centres responsible for sentenced care, with copies of the dissertation and will be available to present seminars about social work services to children sentenced to compulsory residences to social work colleagues. An executive summary of the dissertation will also be provided to the National Department of Social Development as a contribution to the development of norms and standards for social work services to children sentenced to compulsory residences.

## **1.13 CHAPTER OUTLINE OF THE STUDY**

This dissertation consists of the following four chapters.

Chapter 1 provides an orientation to the study and the processes followed in executing the research to achieve the goal of the study. This consists of the formulation of the problem statement; motivation for the research; research question; theoretical framework; research goal and objectives; the research approach; research design; the ethical considerations; the clarification of key concepts; the discussion of the challenges encountered; the dissemination of the research results; discussion of the value of the study and an outline of the structure of the dissertation.

Chapter 2 focuses on how the researcher applied the qualitative research methodology by making use of exploratory, descriptive and contextual designs and adhering to the ethical requirements in conducting the study. This includes a detailed, step by step account of the application of the research method to achieve the research objectives.

Chapter 3 consists of a detailed presentation of the research findings and themes identified confirmed and/or contrasted with appropriate literature. The presentation of the data is twofold. The first part consists of an overview and discussion of the biographical and geographical data

of the participants. This is followed by a detailed presentation of the research findings introduced and supported by storylines from the transcribed interviews in terms of the themes, sub-themes and categories which emerged from the data analysis process, subjected to a literature control.

Chapter 4 presents a summary of the study, as well as the conclusions drawn from the research findings about the roles and responsibilities of social workers who work with children sentenced to compulsory residence in CYCCs, and provides the recommendations emerging from these.

#### **1.14 CONCLUSION OF THE CHAPTER**

This chapter served as a general introduction and provided the background of the study to determine social workers' perceptions of their roles and responsibilities in working with children sentenced to compulsory residence in CYCCs and the formulation of the research problem and the research question. In it the aims and objectives of the study are discussed. The chapter also provides an overview of the research methodology to be applied, the qualitative research approach and the research method used in this study. Ethical considerations received attention, the key concepts used in the study were clarified and the chapter concluded with a presentation of the research report.

Chapter 2 follows with a detailed description of how the researcher applied the qualitative research approach and research method in this study.

## **CHAPTER 2**

### **APPLICATION OF THE QUALITATIVE RESEARCH PROCESS**

#### **2.1 INTRODUCTION**

Whilst Chapter 1 introduced the research study, this chapter focuses in depth on how the researcher applied the selected research approach and research methodology. Since the implementation of the Child Justice Act (Act No 75) of 2008 (South Africa, 2008a) in April 2010, the researcher has experienced some of the challenges that the new Act poses to social workers working with children sentenced to compulsory residence. Therefore, based on this experience and the resulting research problem, the research question for this study was formulated as:

*What is social workers' perception of their roles and responsibilities when working with children sentenced to compulsory residency?*

This chapter focuses on presenting a detailed description of how the researcher applied the qualitative research approach, research designs and research method in this study.

#### **2.2 RESEARCH APPROACH**

This section reflects on the reasons why a qualitative research approach, as defined in Chapter 1, was chosen for this study. The most salient features of this approach are that participants' views and experience about the matter being researched can be understood and observed in depth in their natural settings (Denzin & Lincoln, 2011:4, 24) and that the approach tends to be explorative, descriptive, and contextual in nature, resulting in formulation rather than the verification of hypotheses and research questions (Monette, Sullivan & DeJong, 2011:92).

Yin (2011:7-8) describes five characteristics of qualitative research that are apposite to the current study in that it -

- involves studying the meaning of people's lives under real-world conditions;
- represents different perspectives and views of people;
- describes the contextual conditions in which people live;

- provides insight into existing or emerging concepts that can help to understand certain human behaviour; and
- strives to use multiple sources of evidence rather than relying on a single source alone.

Chapter 1 alludes to the fact that rendering social work services to children sentenced to compulsory residence is a relative new focus area in social work practice. Because of the unique characteristics of the qualitative research approach, the researcher deemed it the most useful approach for this study. Table 2.1 indicates the characteristics of the qualitative research approach, adapted from Creswell (2014:185-186), and its application in this study.

**Table 2.1 Features of qualitative research and its application research**

<b>Characteristics of qualitative research</b>	<b>Application in the study</b>
Research is conducted in a natural setting.	The interviews were conducted at the CYCC where each participant was working.
The researcher is the main instrument in collecting data.	Data were collected using semi-structured interviews aided by an interview guide. Open-ended questions that were not structured to ensure interaction between the participants and the researcher were used.
Researchers gather data from multiple data sources.	The researcher transcribed the interviews and used notes made during interviews, in the data analysis process.
Data analysis is an inductive process.	After the data were collected and transcribed, but before the data analysis, the researcher confirmed the information with individual participants to gain their assessment of whether it was a true reflection of their responses and whether they were uncomfortable with any of it.
Researchers are attentive to the meaning that participants attach to the problem or issue under study.	The researcher listened attentively to the participants' views of the problem to gain insight

Characteristics of qualitative research	Application in the study
	into the problems presented during the discussions.
The research process is emergent and aspects in the data collection process may shift or change.	The data collection process provided the researcher with useful insights regarding the concerns that social workers have and new research to be conducted in sentenced care.
Qualitative research is reflective.	The researcher used reflective commentary in order to identify patterns in the data and the theories generated.
Qualitative research is holistic in nature.	The researcher was able to make connections between the challenges, experiences, events and perceptions of the social workers to get a holistic view when she analysed the data.

The researcher applied the qualitative approach to investigate the ‘what’, ‘how’ and ‘why’ questions. This required the researcher to demonstrate certain skills, such as good listening, asking good questions, caring about the data, complete parallel tasks, persevere in the task of doing research, regardless of inevitable frustration, uncertainties and even unpleasanties experienced while performing the research (Yin, 2011:26-30).

The discussion in the next section revolves around the research designs applied in this research and their value in conducting research. The researcher applied exploratory, descriptive, and contextual research designs.

### 2.3 RESEARCH DESIGN

The research design allows for the investigation of human behaviour on a large-scale pattern (Bryman, Bell, Hirshohn, Dos Santos, Du Toit, Masenge, Van Aardt, and Wagner, 2014:51-53). The concept 'research design' refers to the overall strategy the researcher chooses to integrate the different components of the study in a coherent and logical way, to ensure that the research problem is addressed effectively, and the research goal is attained. It involves selecting



a research method, operationalizing constructs of interest and devising a sampling strategy that is appropriate (Bhattacharjee, 2012:21-22). A researcher needs to use a research design during the planning stages of a research project. It is also a blueprint or plan of how the research study will be conducted (Babbie & Mouton, 2008:72).

A research design stems from the research problem as point of departure and it focuses on the logic of research. Authors agree that qualitative researchers use descriptive, exploratory, and contextual research designs (Oun & Bach, 2014:253; Fouché & De Vos, 2011:95-96). These research designs are also applied in this research. After defining the exploratory, descriptive, and contextual designs individually, the application of these designs in the study, are reflected on.

### **2.3.1 Exploratory research design**

An exploratory research design does not aim to provide the final and conclusive answers to the research question, but endeavours to explore the research topic to varying levels of depth by applying new concepts, theories, hypotheses or words to provide new perceptions on how a topic works in the reality and to determine in which ways factors seem to relate to each other. Exploratory research aims to “make sense of the world and/or reality” (Reiter, 2017:139).

An exploratory design intends to gain “insight into a situation, phenomenon, community or individual” (Fouché & De Vos, 2011:95; Bhattacharjee, 2012:6). This research design is used when the researcher begins the process of knowledge building about a problem or question. The goal is often qualitative in nature (Rubin & Babbie, 2010:93) and aims to answer the question of ‘what?’ The researcher aimed to create a general picture of the condition or situation. Given the researcher’s work experience, the exploratory design was used to gather data about social workers’ role perceptions when working with children sentenced to compulsory residence.

To gain an understanding of the social workers’ role perceptions, the researcher explored their understanding of compulsory residence, of their daily activities in working with these children and how these activities or services link with their job-descriptions. In this process, the researcher consciously reflected on her role as data collector in order to prevent any kind of

bias, and to avoid leading the participants or projecting her perceptions of what the social worker's role should be, to the participants.

### **2.3.2 Descriptive design**

According to Fouché and De Vos (2011:96) a descriptive design "... presents a picture". It provides a detailed description of a setting or relationship. Descriptive research is designed to depict the participants in an accurate way. It involves carefully and accurately observing and describing behaviour without influencing it in any way. It also aims to seek explanations of phenomena, problems or behaviours (Bhattacharjee, 2012:6). A descriptive design builds on and complements an exploratory design and its aim is to gain a clearer picture of the specific details of a situation, social setting, or relationship.

According to Rubin and Babbie (2010:89) a researcher using a descriptive design aims to answer 'how' and 'why' questions. In qualitative studies, descriptive research refers to extensive investigation of phenomena and their deeper meanings, whereas in quantitative studies, a descriptive design usually refers to the characteristics of a population (Fouché & De Vos, 2011:96).

In this study, to be able to give a detailed description of the role perceptions of the social workers, the researcher transcribed the interviews as soon as possible after conducting them. This allowed the researcher the opportunity to reflect on participants' statements and to identify when possible data saturation emerged. Throughout the data analysis process and documenting of the research findings, the researcher concentrated on giving thick descriptions to be able to answer the 'how', 'what' and 'why' questions, to adequately describe the participants' role perceptions in rendering social work services to children sentenced to compulsory residence.

### **2.3.3 Contextual design**

A contextual research design means that the research is conducted in a natural setting. It refers to an enquiry carried out in a specific setting, free from manipulation (Prasad, 2013:56). Holloway and Wheeler (2010:5) explain that the ‘context’ includes the environment and conditions in which the study takes place, as well as the culture of the participants. Contextual studies focus on uncontrolled life situations. It is necessary to provide a comprehensive description and analysis of the environment or social context of the research participants. In the context of this research the focus was on social workers working with children sentenced to compulsory residence at Bosasa’s child and youth care centres. The researcher travelled to different provinces and interviewed the participants at their workstations. All interviews were conducted during office hours and participants were observed in their places of work, being their natural settings for the purpose of the research. In reflection, the researcher observed that, as the interviews were conducted at their workplaces, the participants experienced the process within a safe environment and were relaxed.

## **2.4 RESEARCH METHOD**

Research methods are “a set of systematic techniques used in research” (Igwenagu, 2016:5). A researcher needs a guide to research and a way to conduct research. Research methods describe and analyse different analysis methods, limitations that are encountered and clarify concepts related to the field of knowledge that is being investigated. It provides tools for carrying out research, develops a researcher’s critical and scientific attitude, provides in-depth study and leads to understanding of the subject, aids the evaluation and formulating of results and findings of the study.

A research method can be described as a technique for collecting data (Bryman, *et al.*, 2014:31). In this section the discussion concentrates on the application of the research method, which includes the population and sampling, and the data collection process.

#### **2.4.1 Population and sampling**

A population is defined as “the totality of all subjects that conform to a set of specifications, comprising the entire group of persons that is of interest to the researcher and to whom the research results can be generalised” (Polit & Hungler, 1999:43, 232), or the universe of units from which the sample will be selected (Bryman *et al.*, 2014:170). As documented in Chapter 1 (section 1.7) the population for this study comprised all social workers employed at Bosasa CYCCs, working with children sentenced to compulsory residence. During the research, a total of 17 social workers provided this service at the Bosasa CYCCs.

Sampling is the process where the researcher purposively selects individuals for the research study, as they can provide an understanding of the research problem and central phenomenon. In the sampling process, the researcher must indicate who or what should be sampled and the form it would take. According to Sarantakos (cited in Strydom & Delport, 2011:391) sampling in qualitative research “is relatively limited, based on saturation, not representative, the size not statistically determined, and involving low cost, and less time” and “in qualitative investigations non-probability sampling is used almost without exception”.

Within the non-probability sampling method, there are different sampling techniques. These are purposive, snowball, quota, dimensional, sequential, spatial and key informant sampling. Purposive sampling is also known as ‘judgmental sampling’, a technique within non-probability sampling where the units to be observed are chosen by the researchers based on their own judgment (Strydom & Delport, 2011:390).

Purposive sampling aims “to select information-rich cases whose study will illuminate the questions under study.” In purposive sampling, the researcher decides which case participant must be included based on prior information/theory insights that were gained in the data collection process (Van Rijnsoever, 2017:2). In this sampling process Patton (1990:12) argues that there are “no rules for sample size in qualitative inquiry. This would therefore require creative thinking, experience as well as tacit knowledge.

If more social workers were employed at the CYCC’s for youth offenders sentenced to compulsory residence the researcher could apply non-random sampling as the sampling method

and the purposive sampling technique. Due to the small sample size targeted for this study the researcher considered all prospective participants for the sample. The sampling criterion for the participants was social workers employed by Bosasa who work with children sentenced to compulsory residence. In applying the principle of data saturation, the researcher kept on interviewing more participants until the data obtained became repetitive. Data saturation is when the researcher has enough information to replicate the study and when he or she is unable to obtain additional new information, when further coding is no longer feasible (Fusch & Ness, 2015:1408; O'Reilly & Parker, 2012:1-8). In this research, data saturation occurred when the total research population comprising of the 17 social workers rendering services to children sentenced to compulsory residence, employed at six of the Bosasa CYCCs across South Africa, were interviewed. The researcher made sure that the findings of this research project accurately represent the current situation that is being studied to establish the trustworthiness of the study.

#### **2.4.2 The data collection process**

The data collection method used in this study involves the preparation for conducting the data and the actual data collection.

##### ***2.4.2.1 Preparation for data collection***

Prior to the candidate's registration for a master's degree in Social Work and in preparation for conducting the research, she discussed her ideas about the possible research topic with various managers at Bosasa Head Office and also obtained the necessary information to enrol for the degree from Unisa's Department of Social Work. These procedures followed by the researcher in preparation before conducting the research, included the following steps:

- The researcher requested permission from the Chairperson of Bosasa Child and Youth Care Centres to conduct the study and received written permission from the Executive Chairperson of Bosasa Child and Youth Care Centres to conduct the study countrywide (see Annexure F).
- After receiving positive feedback from Bosasa, she applied to study at Unisa and submitted a proposal to the Department of Social Work Research and Ethics Committee (DR&EC) and the Committee's permission was obtained to undertake the research. Ethical clearance was obtained with the approval of the proposal.

- Thereafter, the researcher requested, and verbal permission was granted by the regional coordinators responsible for the different CYCCs, to involve the social workers in their regions who work with children sentenced to compulsory residence in her study.

In preparation of the participants for the interviews and data collection, the researcher followed the following process:

- The researcher arranged meetings with the prospective participants to interview them.
- Before the initial interviews, the researcher emailed the semi-structured interview guide to the participants so that they could familiarise themselves with its content (see Annexure G).
- The researcher entered the CYCCs and talked to the receptionist and informed her that she intended to talk to the participants of her study. The receptionist escorted the researcher to the participants in a pre-assigned room where she could conduct the investigation.
- At the first meeting, the researcher explained the purpose, goal and objectives of the study to them.
- The researcher informed the participants that the interviews would be conducted at the youth centres and that the interview would take about one hour.
- The researcher gave letters of consent to the participants at the youth centres, requesting their permission to participate in the study (see Annexure A.)
- The researcher explained to them the value of their participation and contribution to the study. At the different CYCCs, the participants signed the consent forms and handed them back to the researcher (see Annexure C).
- All participants were informed that their participation would be voluntarily, and it was explained to them that they could withdraw from the project at any time.
- The social workers were informed that their details would be kept confidential, be replaced by codes on the transcribed interviews and that their responses will only be used for the purpose of the study and without identifying them.
- The researcher gave brief information about the nature of the questions that would be posed to them, namely what their understanding is of the Child Justice Act, what compulsory residence entails, and what their responsibility and functions as social workers are in this regard; to determine in which way families could participate in the

reintegration of children into their family systems and in the community after completing their sentence, and finally that they would be asked if they have anything more to add.

- The researcher informed the participants that data will be collected at semi-structured interviews and that the interview guide e-mailed to them previously would be used.
- Before starting with the interviews, the researcher requested permission from the participants to digitally record the interviews. The reason for this and explained to them, is that it enabled the researcher to record their exact words in the interviews.
- The participants were informed that, apart from the researcher, only the supervisor and independent coder would have access to transcriptions and may request access to the recordings.

#### ***2.4.2.2 Method of data collection***

The data collection method entailed conducting semi-structured interviews with participants, aided by an interview guide consisting of open-ended questions designed to obtain data about the social workers' role perception of working with children sentenced to compulsory residence. A semi-structured interview was selected because it allowed open-ended questions that which enabled interaction on a more personal level between the researcher and each participant (Yin, 2011:135). The interviews were conducted using a semi-structured interview guide with broad questions allowing the researcher to prompt and encourage participants to give answers to obtain the information required (Oun & Bach, 2014:254). By using a semi-structured interview, and applying a conversational tone, the researcher endeavoured to understand each participant's world and their perceptions about their role as social workers working with children sentenced to compulsory residence (Yin, 2011:135).

According to Whittaker (2012:38-39), in preparing for semi-structured interviews, the researcher develops a list of questions which is called an interview schedule or interview guide. Therefore, the necessary interview guide was prepared for this research (see Annexure G). This format of collecting data enables the researcher to use this structure to facilitate the data analysis whilst having flexibility to explore the participants' responses in depth (Hennink, Hutter & Bailey, 2011:112-113).

To provide the necessary structure for the data analysis process, some biographical data need to be obtained. In this study bio- and geographical data of the individual participants were obtained about their:

- Gender
- Age
- Highest level of qualification
- Workstation
- Designation
- Years' experience
- Populations group

Using open-ended questions in semi-structured interviews has the advantage that it allows for more flexibility in the sequence of the questions, participants can speak more broadly about the topic being discussed and give their opinions (Strydom, 2011c:160). This differs from an unstructured interview where only a single opening question is posed. The following open-ended questions were asked, using the semi structured interview guide (see Annexure G):

1. What is your understanding of compulsory residence in terms of the Child Justice Act?
2. Does your job description focus on your role working with child sentence to compulsory residence?
3. From your experience in working with children sentenced to compulsory residence, what are the roles of social workers?
4. From your viewpoint, what do Child and Youth Care Centres need to do to involve families in the reintegration of children?
5. Can you please tell me more about the networking with stakeholders?
6. Tell me about the shortcomings or challenges you experienced.
7. Is there any recommendation you would like to add to address the challenges experienced?

Because of the limited number of participants functioning on different levels in their service delivery to the children sentenced to compulsory residence, the researcher did not conduct a pilot test with the interview schedule, as she did not want to jeopardise the number of available participants. In 2013/4 the Bosasa Centres were the only CYCCs providing services to children



sentenced to a CYCC. Due to the fact that the researcher did not conduct a pilot testing with the interview schedule and consequently did not test her research interview skills, the researcher had to go back to the participants for member checking and in some instances asked for clarification to obtain detailed data.

After the researcher conducted the interviews, typed the verbal transcriptions and integrated their views with the written documents she received from them before the interviews as well as the field notes, she continued with the analysis of the data. After her assessment of the transcribed interviews the supervisor alluded the researcher to the fact that data collected is not as detailed as required. Searching for the reason why this happened, the researcher concluded that the participants' voices and accounts of their perceptions about their role as social workers working with children sentenced to compulsory residence, were limited by the fact that she was also employed at Bosasa child and youth care centres. In describing their perceptions about their role in working with children sentenced to compulsory residence, participants responded in the knowledge that she was aware of the challenges they experience in working with these children. This happened despite the fact that the researcher strongly focused on clarifying her role as researcher to the participants before and during the interviews. In dealing with the matter, the researcher went back to the participants to apply the validation technique of member checking (participant validation) to explore the credibility of the information obtained and to confirm that her transcribed documents were a true reflection of their perceptions (Birt, Scott & Cavers, 2016). In doing so, she also used probing to clarify their perceptions.

## **2.5 DATA ANALYSIS**

Data analysis is the “process of bringing order, structure and meaning to the mass of collected data” (Schurink *et al.*, 2011:397). In this study, an in-depth analysis of the responses given by the participants was performed. It was done to validate the theory generated against the responses obtained during the interviews with all the participants. Data analysis is “the process whereby patterns in the data are observed by asking questions to the participants of the patterns, constructing incomplete or doubtful information, purposefully collecting data from chosen individuals on target topics, confirming or refuting the information” (Maree, 2010:297). According to Creswell (2007:15) the research design process begins with “philosophical assumptions that the enquirers make when deciding to undertake a qualitative study.

Furthermore, when conducting a study, researchers bring their own worldviews, paradigms or sets of beliefs to the research project, and this inform the writing of the study” (Creswell, 2007:15).

The researcher observed that the research process in the field was very time-consuming, cyclical, messy and iterative, as pointed out by Creswell (2009:183-187). In analysing the research data, she extracted six themes, some with sub-themes. For the purpose of this study the data analysis process was guided by the following eight steps of Tesch, cited in Creswell (2014:198):

- Step 1: The researcher recorded the data during the 17 interviews. She collected, organised and moved the audio recordings into electronic folders for each participant. She transcribed the audio recordings of the face-to-face interviews and then listened to the audiotapes. Ideas were noted as possible themes, categories or sub-categories as they came to mind.
- Step 2: The researcher selected the richest narrative of the interview and read it to determine the essence of the interview. She then cleaned the data by removing all the identifying data of the participants. All the similar topics were coded by using coloured pens and the list was subsequently reduced.
- Step 3: The researcher made a list of all the topics or themes, which were identified and portrayed as major or unique topics. She did this manually by using coloured pens and different categories were set out in different colours.
- Step 4: The researcher gave a code to each of the topics and linked the codes to the appropriate segments of the text. At this stage line-by-line coding took place.
- Step 5: The researcher used the code and wrote it next to each piece of data that corresponds to a topic/theme. The interrelationships between categories were indicated by lines. The topics were grouped in order to reduce the categories.
- Step 6: The researcher tried to find the most descriptive wording for the topics and abbreviated the topics as codes. These codes were written next to the relevant segments of the text.
- Step 7: The codes and the corresponding topics/themes were organised in alphabetical order. A preliminary analysis was conducted and topics with similar ideas were sorted, cut and pasted under the relevant themes. The cut-and-paste method allowed the researcher to assemble the data from several documents and place them in one

document by using the quotations, which belonged to each appropriate theme, sub-theme, category and sub-category, and conducted the preliminary analysis. The data were listed, and this indicated the themes, sub-themes, categories and sub-categories.

- Step 8: The independent coder and the researcher did a preliminary analysis of the data to check if re-coding or re-categorisation was needed. At the consensus meeting, it transpired that the independent coder and the researcher were 96% in agreement regarding the main themes, sub-themes and categories that emerged from the data.

After the researcher conducted the individual interviews, transcribed the data collected and analysed the data as described above, her supervisor checked her analysis and identified themes and the verbal transcriptions. After an independent coder was appointed, all the transcripts of the interviews were e-mailed to her. The independent coder is an experienced social worker with a master's degree in qualitative research methods. During a meeting between the supervisor, the independent coder and the researcher at the University of South Africa to obtain consensus, the analysed data and the findings from the independent coder's report were compared with the researcher's findings. To assess consistency, the supervisor, the independent coder and the researcher compared the themes and sub-themes with story lines or quotations.

The process described above enabled the researcher to extract six themes, some with sub-themes, from the data. As listed in Table 2.2, the following themes emerged through the data analysis.

**Table 2.2 Themes identified**

Theme 1:	Social workers' accounts of their understanding of compulsory residence in terms of the Criminal Justice Act, 2002.
Theme 2:	Social workers' accounts of how their job description focuses on their role in working with children sentenced to compulsory residence.
Theme 3:	Social workers' experiences of their role in working with children sentenced to compulsory residence.
Theme 4:	Social workers' opinions on how families can be involved in the re-integration of children sentenced to compulsory residence.

Theme 5:	Challenges faced by social workers in working with children sentenced to compulsory residence.
Theme 6:	Social workers' recommendations to address the challenges experienced in working with children sentenced to compulsory residence.

The themes, sub-themes and categories, as emerged from the data analysis, with a literature control, are presented in detail in Chapter 3.

## 2.6 DATA VERIFICATION

Data verification is “the process of checking, confirming, making sure, and being certain. In qualitative research, verification refers to the mechanisms used during the process of research to incrementally contribute to ensuring reliability and validity and, thus, the rigor of a study” (Morse, Barrett, Mayan, Olson & Spiers, 2002:17). Another explanation is that when data are being managed well, it “allows reliable verification of result and permits new and innovative research built on existing information (Van den Eynden, Corti, Woollard, Bishop & Horton, 2011: i).

Data verification ensures that the findings of a research project accurately represent the current situation that is being studied to establish the trustworthiness of a study. This is necessary to validate the findings of the study. Guba and Lincoln’s classic model (Guba & Lincoln, 1982:3-4; Krefting, 1990:214-220) was used for the verification of the data. Although Guba’s model was developed some years ago, the four criteria (credibility, transferability, dependability and conformability) still give a unique perspective on the quality of qualitative research (Schurink *et al.*, 2011:419).

### 2.6.1 Credibility

Lincoln and Guba, cited in Schurink *et al.* (2011:420), argue that ensuring credibility is one of the most important factors in establishing trustworthiness. In addressing credibility, investigators attempt to demonstrate that a true picture of the phenomenon under scrutiny is being presented. In this study the researcher made provision to ensure that credibility and confidence in the research findings related to the phenomena under scrutiny were achieved by

using questioning and probes to elicit detailed data from the participants. They were given the opportunity to reflect on their perceptions regarding their roles. Interviews were audio-recorded and notes were taken. In each interview, the reflective commentary from the social worker was used to record her initial impressions, as well as emerging patterns in the data generated.

The following criteria were used in this research to ensure credibility:

- Interviewing techniques: Different interviewing techniques were used to increase the credibility of the study, for example, re-stating, verbal and non-verbal communication, probing and summarising.
- Triangulation of data methods and data sources: This involved conducting semi-structured interviews, (the major data collection technique in qualitative research) (Bhattacharjee, 2010:110), taking observation notes and studying the literature.
- Peer examination: Feedback from peers and academics were welcomed. Over a period of 12 months the researcher had discussions with colleagues from the Department of Social Development and Bosasa child and youth care centres to shed light on the challenges and encouraged them to make suggestions about social workers' roles and responsibilities in working with children sentenced to compulsory residence in CYCCs.
- Authority of the researcher: The researcher is a social worker who has been working for 25 years in the field of child and youth care (dealing with children in need of care and with children in conflict with the law).

### **2.6.2 Transferability**

Transferability refers to the extent to which findings of a study can be generalised to other settings as well. For this to be valid, a researcher must give rich, detailed descriptions of the research context. This was done by describing the structure, assumptions and processes that are related to the data findings. The reported findings must be transferable to other settings (Bhattacharjee, 2012:111). Schurink *et al*, (2011:420) state that transferability is proposed as the alternative to external validity or generalisability. This means that the subsequent researcher, rather than the original investigator, demonstrates the applicability and transfer of one set of findings to another context.

To allow transferability, researchers must provide sufficient details of the context of the fieldwork to be able to decide whether the prevailing environment is like another situation with which he or she is familiar and whether the findings can justifiably be applied to other settings. Since the findings of a qualitative project are specific to a small number of environments and individuals, they cannot be generalised unconditionally. The researcher provided the participants with background information about the Child Justice Act (Act 75 of 2008) (Department of Justice and Constitutional Development, 2010) to ensure they have a proper understanding of it, thereby enabling them to participate in discussing their understanding of their role.

### **2.6.3 Consistency (dependability)**

As described by Bhattacharjee (2012:110) “... dependability applies when two or more researchers use the same set of evidence independently and arrive at the same conclusion or observe the same or similar phenomena at different times. This requires adequate details from the researchers’ point of reference so that readers can authenticate the interpretive inferences”. In this regard Schurink *et al.* (2011:420) stated that “... the research process must be logical, well documented and audited”.

In this study, the researcher aimed to address the dependability issue more directly by recording the data. This relates to the research design and its implementation, the experiences and ideas of the participants rather than their characteristics and preferences, the operational details of data gathering and the reflective approach of the project.

### **2.6.4 Neutrality (conformability)**

Neutrality refers to the extent to which other researchers can independently verify the findings of the study (Bhattacharjee, 2012:110-111). To achieve conformability, researchers take steps to demonstrate that findings emerge from the data and not from their own predispositions. A researcher who uses qualitative methods must be objective and must ensure that his or her findings and preferences reflect the experiences and ideas of the informants and not their characteristics. The researcher used triangulation to ensure conformability. This was done to reduce the effect of bias in this study. In the section on the findings of the study, the preliminary

theories of the data are also discussed. The content was derived from the on-going “reflective commentary”.

This study was objective, and the researcher did not allow her own background of working with children in similar circumstances to influence the participants. The researcher transcribed the audio recordings of the participants that reflect their perceptions and opinions without interruption or interference. The researcher posed questions to the participants and subsequently asked them to clarify their statements from the data transcripts where necessary.

### **2.6.5 Reflexivity**

Reflexivity is defined as a “conscious attempt by the researcher to acknowledge their involvement in the study” (Holloway & Galvin, 2017:9). In reflexivity, a researcher’s preconceptions and biases can influence the research and is a critical aspect of rigor which provides direction for researchers (Johnson, Adkins & Chauvin, 2020:139). Therefore, it is important that researchers need to understand how their interactions with participants can impact the findings and the outcomes of the research. The researcher remained self-aware of the fact that the participants’ ‘voices’ should not be influenced by her own perceptions. Whilst conducting the research, the researcher worked at Bosasa CYCC’s head office and had close contact with the social workers who participated in this research due to her role of rendering support services to them. In her interactions with participants the researcher was aware that she should not in any way influence their thoughts, opinions, values and feelings and that even her mere presence could have an impact on the findings and the outcomes of the research. The researcher ensured credibility of results by treating the participants’ information confidential, anonymously and with respect. This resulted in the participants being open about their experiences and opinions because they trusted the researcher. This awareness prevented the chances of the researcher being biased.

## **2.7 ETHICAL CONSIDERATIONS IN THE STUDY**

As defined by Sarantakos (2005:430) and Kumar (2011:26) ethics in research consists of “A set of standards and principles displaying what is acceptable and right and what is wrong and unacceptable when conducting social research”.

### **2.7.1 Informed consent**

Voluntary informed consent is the most important aspect of an ethically appropriate research process. It indicates the notion of free will, and provides enough information about what will be asked from the respondents, the consent and the formal procedure by which the subjects affirm that they have been provided with all the necessary information required, and that they agree to take part in the study out of their own free will and that they would not be pressurised into consenting to participate in the study (Strydom, 2011:117; Abdulai & Owusu-Ansah, 2014:13). In this study, the researcher ensured that the participants understood what the research involved (such as the procedures to be followed, as well as any possible demands to be made and risks to be taken). They were also informed that they could withdraw from the study at any time, should they wish to. She also obtained direct consent for undertaking the research from the director of Bosasa Youth Development Centres (see Annexures F).

### **2.7.2 Right to privacy, anonymity and confidentiality**

The participants were assured that their information would be kept confidential and would only be used for the purpose of this study. Confidentiality implies that only the researcher should be aware of the identity of the participants but he or she must make a commitment regarding maintaining their confidentiality (Research Ethics Board, 2017:4). The researcher applied the ethical consideration of maintaining the participants' rights to privacy, anonymity and confidentiality by providing a code for each participant instead of using their names, while transcribing the audio recorded interviews. These codes were used for the interview guides, audio recordings, notes and transcripts. Because participants were ensured of the confidentiality of their responses, they could freely state their true opinions and views about the topic under discussion. The confidentiality and anonymity of participants were respected throughout the research process.

Anonymity was ensured by the researcher who refrained from including any information anywhere about the participants, through which they could be identified by other people (De Vos, *et al.*, 2011:27-29). According to Strydom (2011b:119), every person has the right to privacy. It is his or her right to decide when, where, to whom and to what extent his or her attitudes, beliefs and behaviour may be revealed. This principle was adhered to.



### **2.7.3 Protection of participants from harm**

Researchers need to protect their research participants (Creswell, 2014:92). Part of the ethical procedure is to assure the participants that they will not be physically or emotionally harmed (Abdulai & Owusu-Ansah, 2014:12; De Vos *et al.*, 2011:25). A researcher therefore, has a responsibility to ensure that no harm is done to participants. In this research, the researcher aimed to ensure that possible harm should be minimal, meaning that it should not be greater than what the participants would normally encounter in their daily lives. The researcher accepted the ethical obligation to protect participants within reasonable limits, not only physically but also on an emotional level (Creswell, 2013:166). During the interviews, participating social workers shared their experiences and emotions, which could leave them feeling vulnerable. Strydom (2005:58) state that a researcher should explain the possible risks before starting with the research and should do everything possible to protect the participants from risks. The researcher took the necessary precautions and beforehand explained to all participants that, at any time if they felt vulnerable, they could end their participation in the research. During this study, no participant felt the need to end any of the interviews before completing it.

### **2.7.4 Management of information**

Management of information refers to the management of verbatim transcripts of interviews, records of contacts and interviews, and notes on the theoretical and methodological decisions if an independent audit of the data collection or data analysis is required (Bhattacharjee, 2012:110). The management of information needs to be applied in conjunction with anonymity/confidentiality. Audio recordings, notes and transcripts are important tools in qualitative researcher and should be kept secure at all times (Holloway & Wheeler, 1998:45-46)

After the researcher analysed the data, the data were stored in a locked office and password protection was used for data that were stored electronically to ensure that everything was kept safe from and inaccessible to unauthorised persons. The research records will be disposed of five years after completion of the study. The study is presented as a dissertation for examination and to be kept in universities' libraries and parts of it will also be disseminated in publications

and at conferences. The researcher gave the necessary credit to other authors, by citing their work correctly in the text.

## **2.9 CONCLUSION OF THE CHAPTER**

This chapter focused on the research design and methodology used in this study. The researcher also provided the rationale for selecting the particular methodology and design. The target population, data collection methods, data analysis, validity, trustworthiness, ethical considerations, and literature control were discussed in this chapter.

Chapter 3 follows with a presentation of the researcher's findings, correlated by a literature control.

## **CHAPTER 3:**

### **RESEARCH FINDINGS AND LITERATURE CONTROL**

#### **3.1 INTRODUCTION**

The goal of this research study was to explore and describe the social workers' perceptions of their roles and responsibilities in working with children sentenced to compulsory residence in CYCCs. To realise this goal, the researcher made use of a qualitative research approach. The researcher used semi-structured interviews aided by an interview guide comprising of open-ended questions to collect data from the social workers who work with children sentenced to compulsory residence. As described in Chapter 2, the researcher used the eight steps developed by Tesch (cited in Creswell 2014:198) to analyse the data and to ensure trustworthiness in this study. The researcher also made use of an experienced independent coder to assist in identifying the themes contained in the data. Six themes with sub-themes and categories arose from the data analysis process.

This chapter focuses on the research participants and the findings derived from the data analysis process. Firstly, an overview of the bio- and demographic information of the participants is presented in Table 3.1. Secondly, a detailed discussion follows of the findings which emanated from the data analysis, including the literature control to confirm or contrast these findings.

#### **3.2 BIO- AND GEOGRAPHICAL INFORMATION OF PARTICIPANTS**

The researcher collected the bio- and geographical data while identifying participants who met the inclusion criteria. Therefore, based on the size of the respective CYCCs, the following participants were included in the study: In Gauteng Province, one participant from Bosasa's Head Office, two at management level and one working directly with the children; in North West Province, one participant at management level and one working directly with the children; in Limpopo Province, three participants at management level and three working directly with the children; and in the Northern Cape Province, one participant at management level and four working directly with the children.

The researcher conducted semi-structured interviews with all 17 social workers who were employed by Bosasa child and youth care centres at the time of the research and worked with children sentenced to compulsory residence.

The bio- and geographical information of the participants is listed in Table 3.1 below.

**Table 3.1: Participants' bio- and geographical information**

No.	Gender		Age	Highest level of qualification			Work station	Designation	Years of experience	Population group
	Male	Female		Bachelors degree	Honours degree	Masters degree				
1.		✓	43		✓		Head Office	Head of Social work	20	Black
2.		✓	33		✓		Mogale	Social Worker	10	Black
3.	✓		28	✓			Mogale	Social Worker	5	Black
4.		✓	29	✓			Mogale	Social Worker	5	Black
5.		✓	36		✓		North West Region	Regional Coordinator	16	Black
6.		✓	43	✓			Rustenburg	Senior Social Worker	20	Black
7.		✓	40		✓		Polokwane	Regional Coordinator	18	Black
8.		✓	39	✓			Polokwane	Senior Social Worker	17	Black
9.	✓		46		✓		Polokwane	Chief Social Worker	25	Black
10.		✓	35	✓			Polokwane	Senior Social Worker	10	Black
11.		✓	33	✓			Mavambe	Senior Social worker	19	Black
12.	✓		27	✓			Mavambe	Social Worker	5	Black
13.	✓		43		✓		Northern and Eastern Region	Regional Coordinator	19	Black
14.		✓	33	✓			De Aar	Social Worker	9	Coloured
15.		✓	50			✓	Northern and Western Cape region	Regional Coordinator	27	Coloured
16.	✓		38		✓		Namaqua	Senior Social Worker	16	Coloured
17.		✓	39	✓			Namaqua	Social Worker	17	Coloured

There were twelve female participants and five male participants. Fourteen of the participants were between the ages of 33 and 50 years. The majority of the social workers (13) not only had more than ten years of work experience each but also considerable life experience, especially the ten participants who were 36 years and older. Since the late 1970s the basic social work qualification required to register as a social worker in South Africa in terms of the Social Service Professions Act, 1978 (Act No 110) of 1978, as amended (SACSSP, 1999:1-2, 1-14, 1-15), is a four-year professional degree (see section 1.9.2). The age of the participants indicates that all of them studied social work after the introduction of the four-year professional degree. However, seven of the participants indicated that they obtained an honours degree in social work, indicating that not all universities implemented the four-year degree at the same time. To cater for social workers who already obtained a three-year degree, universities developed the fourth study year into an honour's degree. Some universities then continued to offer the three-year degree and students had to complete the honours degree before they could register as social workers. Therefore, the participants with the bachelor's degree and those with the honour's degree are on the same academic level. (After the registration of the Baccalaurean Social Work degree with the South African Qualifications Authority (SAQA), universities may not offer an honours degree, as such degree is not registered with SAQA).

The biographical information of the participants further confirms that Social Work is regarded as a female dominated profession. The designation and years of experience of the majority participants demonstrate their expertise. The participants in this research comprised the total research population, of social workers working with sentenced children in the CYCCs concerned. The demographical distribution of the participants listed in Table 3.1, indicates the location of the CYCCs where they are employed.

### **3.3 RESEARCH FINDINGS**

In this section, an overview of the findings that emanated from the data analysis is provided. In maximising the credibility of the research findings, the researcher and an independent coder analysed the data. Thereafter, the researcher, independent coder and the supervisor met to reach consensus on the themes, sub-themes, and categories that emerged. During the consensus meeting it was clear that the themes and sub-themes identified by the researcher and independent coder were 96% the same and only minor adjustments had to be done. The six themes, which emerged from the data analysis, are the following:

- Theme 1: Social workers' accounts of their understanding of compulsory residence in terms of the Child Justice Act, (Act No 75 of 2008) (South Africa 2008a).
- Theme 2: Social workers' accounts of how their job description focuses on their role working with children sentenced to compulsory residence.
- Theme 3: Social workers' experiences of their role in working with children sentenced to compulsory residence.
- Theme 4: Social workers' opinions on how families can be involved in the re-integration of children sentenced to compulsory residence.
- Theme 5: Challenges faced by social workers in working with children sentenced to compulsory residence.
- Theme 6: Social workers' recommendations to address the challenges experienced in working with children sentenced to compulsory residence.

Table 3.2 provides a detailed listing of the six themes, 28 sub-themes, and 18 categories that emerged from the collected data.

**Table 3.2: Overview: themes, sub-themes, and categories**

THEMES	SUB-THEMES	CATEGORIES (Cat.)
Theme 1: Social workers' accounts of their understanding of compulsory residence in terms of the Criminal Justice Act		
Theme 2: Social workers' accounts of how their job description focuses on their role in working with children sentenced to compulsory residence		
Theme 3: Social workers' experiences of their role in working with children sentenced to compulsory residence	Sub-theme 3.1: Conduct assessments Sub-theme 3.2: Draw up an Individual Development Plan (IDP) for each child Sub-theme 3.3: Work in a multi-disciplinary team	

	<p>Sub-theme 3.4: Facilitate and co-ordinate the implementation of IDPs</p> <p>Sub-theme 3.5: Provide counselling and support</p> <p>Sub-theme 3.6: Run structured group work programmes</p> <p>Sub-theme 3.7: Involve the family</p> <p>Sub-theme 3.8: Liaise and work with stakeholders and other role players</p> <p>Sub-theme 3.9: Conduct community outreach programmes</p> <p>Sub-theme 3.10 Prepare for child's re-integration into the family and community</p> <p>Sub-theme 3.11: Compile court reports</p> <p>Sub-theme 3.12: Provide after care services</p>	<p>Cat. 3.6.1 Bright Star Programme</p> <p>Cat. 3.6.2 Bridges to Life Programme</p> <p>Cat. 3.6.3 Matrix Model for Teens Programme</p> <p>Cat. 3.6.4 Colour My World Programme</p> <p>Cat. 3.6.5 Step Up Character Education Programme</p> <p>Cat. 3.3.6 Aggressive Replacement Training Programme</p> <p>Cat. 3.6.7 2B Me Programme</p> <p>Cat. 3.6.8 Other programmes</p>
Theme 4: Social workers' opinions on how families can be involved in the re-integration of children sentenced to compulsory residence	<p>Sub-theme 4.1: Families visit and maintain contact with children</p> <p>Sub-theme 4.2: Families attend family conferences and meetings</p>	



	<p>Sub-theme 4.3: Social workers conduct home visits and link families to resources</p> <p>Sub-theme 4.4 Network with others</p> <p>Sub-theme 4.5: Social workers prepare environment and community for child's release</p>	
<p>Theme 5: Challenges faced by social workers in working with children sentenced to compulsory residence</p>	<p>Sub-theme 5.1: Family-related challenges</p> <p>Sub-theme 5.2: Child-related challenges</p> <p>Sub-theme 5.3: Service-related challenges</p> <p>Sub-theme 5.4: Challenges related to re-integration</p> <p>Sub-theme 5.5: Legislative challenges</p>	<p>Cat. 5.1.1 Lack of support or involvement from parents</p> <p>Cat. 5.1.2 Families live far from CYCCs</p> <p>Cat. 5.3.1 No norms and standards for the service</p> <p>Cat. 5.3.2 Some team members do not fulfil their roles</p> <p>Cat. 5.5.1 Children are not separated in the centre</p> <p>Cat. 5.5.2 Courts interpret Child Justice Act differently, use different forms and sentence orders unclear</p> <p>Cat. 5.5.3 No parole or early release for children</p> <p>Cat. 5.5.4 Child Justice Act gives no guidance on leave of absence</p> <p>Cat. 5.5.5 Some children are transferred to prison</p> <p>Cat. 5.5.6 Roles and responsibilities of team members are not identified</p>

Theme 6: Social workers' recommendations to address the challenges experienced in working with children sentenced to compulsory residence.	Sub-theme 6.1: Review the Child Justice Act Sub-theme 6.2 Children should be placed closer to their families Sub-theme 6.3 Clearer sentence orders Sub-theme 6.4 Parenting skills training Sub-theme 6.5 Need for specialised after care programmes Sub-theme 6.6 Evaluate the impact of therapeutic programmes	
---	--	--

The research findings in the form of the themes, their accompanying sub-themes, and categories (where applicable) as presented in Table 3.2, are discussed with supporting excerpts from the transcripts and story lines of the interviews. The findings are subjected to the body of knowledge accessible to the researcher in the form of a literature control confirming or contrasting the findings.

It should be noted that in conducting the research control the researcher at times found it quite challenging in certain instances to obtain suitable literature sources regarding social workers working with sentenced young people to draw on. Despite having accessed all literature sources available to her, the researcher experienced a problem in respect of some of the categories identified, to obtain suitable literature to conduct a literature control on the information contained in the participants' story lines. In dealing with this situation, cognisance was taken of the content of these categories and it is taken in consideration in making the recommendations in Chapter 4.

### **3.3.1 Theme 1: Social workers' accounts of their understanding of compulsory residence in terms of the Child Justice Act**

This theme was deduced from the question posed to the participants that asked: "What is your understanding of compulsory residence in terms of the Child Justice Act?" It was clear that all participants basically had the same understanding of what compulsory residence is, as exemplified in the following selected story lines:

*“It is alternative care for children in conflict with the law. The children are sentenced to child and youth care centres for a period of time. These children are referred to us because they have committed schedule 2 and 3 offences. If an adult commits same offences, they are sentenced to prison. If a child commits the same offence, they can be sentenced to compulsory residence for a maximum period of 5 years in terms of section 76 of the Child Justice Act” (1).*

*“It is when a child is sentenced to a child and youth care centre for a certain period of time to be taken away from the community and placed in a child and youth care centre until he or she has completed the sentence” (2).*

*“My understanding of the new Child Justice Act is the Act is attempting to remove the child from the situation that may be harmful so that he can focus on therapy and his development. It is a process where a child is referred by the court to serve sometime in the child and youth care centre in order to acquire social and educational skills as well as to be exposed to therapeutic programmes. It is an alternative place instead from home” (3, 4) “They are not supposed to be held in police cells. They receive programmes to transform and rehabilitate them (4).*

Participants’ understanding of what compulsory residence is, is confirmed by the fact that in terms of the Child Justice Act and Regulations (South Africa, 2010:46) a presiding officer of the court must decide whether to place a child in a CYCC after considering the seriousness of the child’s offence.

It is furthermore confirmed by Bezuidenhout (2018:290) explaining that the Child Justice Act provides the sentencing option of compulsory residence in a CYCC. In terms of section 76(3) of the Child Justice Act (South Africa, 2008a) the sentence may involve the child being placed in a secure care programme for a period not exceeding five years and not exceeding the date on which a child turns 21 years of age. The second option involves a period of imprisonment that is to be served after completing a period of compulsory residence in a CYCC. The sentence may only be imposed where the child is convicted of a schedule three offence, that if committed by an adult, would have justified a term of imprisonment exceeding ten years. When the probation officer recommends a sentence of compulsory residence in a CYCC, the court must take the following factors into consideration:

- Whether the offence is of such a serious nature and there is proof that the child has a tendency towards harmful activities, so that the offence committed indicates that a sentence of compulsory residence is appropriate.
- Whether the extent to which harm was caused indicates that the child poses a risk.
- Whether the child is in need of a particular service provided at a CYCC.

The opinions of the participants are also confirmed by the statement of Whiting *et al.* (2015:2) that the Child Justice Act was implemented to ensure that children be accepted and be held accountable for crimes that they have committed. The Act promotes the importance of effective rehabilitation and aims to place children in CYCCs. In their policy framework, the Department of Justice and Constitutional Development (2010:12) also emphasised that “the benefits of the Child Justice Act are that it aims to ‘heal’ children and to allow for rehabilitation as well as providing for individual needs of the child and helping them to be re-integrated into the society and family life”.

### **3.3.2 Theme 2: Social workers’ accounts of how their job description focuses on their role in working with children sentenced to compulsory residence**

Participants were asked: “In which way does your job description focus on your responsibilities or functions in working with children sentenced to compulsory residence?” Their responses were very similar and are encapsulated in the following story lines:

*“My job [description] indicates that I am responsible for all children in the child and youth care centre whether they are awaiting trial, place of safety or sentenced. As a senior social worker, I must ensure and monitor that sentenced children are getting proper and necessary programmes to transform the behaviour. To ensure their basic needs are met” (1).*

*“My job description does not speak to working with children sentenced to compulsory residence only. My functions and responsibilities require that I look at the holistic needs of all children in the child and youth care centre awaiting trial, diverted and sentenced. I need to support, empower and motivated all children in conflict with the law” (2).*

*“The focus of my job description is that it allows me to render therapeutically service, family reunification services and restorative justice interventions to awaiting trial, diversion and children sentence to compulsory residence” (5).*

*Part of our responsibility is to provide oversight of the programme that is there to service children. We are responsible to ensure that children in our child and youth care centres receive quality care and attend programmes. There must be quality long-term programmes. The children are there for a period of 5 years. We must make sure the children have hope that when he goes out one day and provide him with skills to live out in the community” (6).*

*My functions and responsibilities require that I look at the holistic needs of all children in the Centre awaiting trial, diverted and sentenced. I need to support, empower and motivate all children in conflict with the law” (2).*

Since the job descriptions of social workers who work in secure care centres, now called CYCCs, were drafted before the implementation of the Child Justice Act, they are vague and do not specify the social workers’ responsibilities towards sentenced children. The participants’ understanding of their job descriptions is confirmed by Gallinetti (2009:45) and Winter (2009:450), agreeing that social workers need to apply therapeutic programmes with sentenced children when a child has been sentenced to secure care in terms of the Child Justice Act. Social workers, according to Brammer (2015:7), engage with individuals, families, and communities. They conduct assessments and interventions using appropriate skills.

Participants’ understanding of their job descriptions is also confirmed by other researchers. For instance, according to Parmar (2014:303), social workers help individuals, groups, and communities to enhance or restore their capacity for societal functioning and to create conditions favourable to that goal. Their job responsibilities are based on a child’s needs and the fact that the child has been placed in an institution, in this case a CYCC. Social workers need to establish long-term relationships with the children they work with and they need to secure and enhance positive outcomes in children’s lives, such as stability, security, well-being, safety, becoming independent, and freedom (Smith, 2013a:11). It is therefore important that social workers understand the needs of children sentenced to compulsory residence. Social workers need to build a professional relationship with their clients, help the client to re-

establish contact with his or her community, and help the client to prepare for the transition back to the community after release (Gower & Plenty, 2015:1).

### **3.3.3 Theme 3: Social workers' experiences of their role in working with children sentenced to compulsory residence**

Participants were asked to describe their experiences of their role and functions in working with children sentenced to compulsory residence. Their responses are given in 11 sub-themes, namely: Conduct assessments; draw up an individual development plan (IDP) for each child; work in a multi-disciplinary team; co-ordinate the implementation of IDPs; provide counselling and support; run structured group work programmes; involve the family; liaise and work with stakeholders and other role players; conduct community outreach programmes; prepare for the child's re-integration into the family and community; compile court reports; and provide after care services.

#### **3.3.3.1 Sub-theme 3.1: Conduct assessments**

Participants responded as follows regarding their role in conducting assessments:

*“The role of the social worker is to conduct an assessment upon 24 hours of child's admission. The focus of the assessment is on the background of the child, his or her scholastic engagement, the case that led to his arrest and referral to the facility. We also look at his strengths and weaknesses as well. The child will respond verbally to the questions that are posed and the social worker completes the assessment form electronically” (7).*

*“The purpose of conducting assessments is to gather information about the child and his or her family. But is more than just a simply process of collecting facts. It is to determine the risk factors that are having an impact on the child's development and the support and services the child needs. Also deciding who should provide them. Each child's needs must be individually assessed, as well as the parent's capacity to care for each child, and the impact of family and environmental factors on each child's development. The parents' capacity to meet this particular child's needs. The social worker needs to have knowledge of early child development to do the assessments” (8).*

*In South Africa the most favoured assessment framework we use is the Cycle of Courage. Assessments are based on the four elements of the medicine wheel: Belonging, Mastery, Independence, and Generosity. This approach is developmental and therapeutic. It is strength-based; it focuses on areas of growth and not weakness. This approach looks at the strengths of the child and focuses at ways in which healing can be realised. First a developmental assessment must be conducted to analysis of the inter-relationship between the positive and negative factors in a child's life and the risk factors that are likely to have a negative impact on the child's development" (8).*

*"Assessment is the first step in the Intervention process. The environmental and family factors of the client are included in the developmental strength-based needs analysis. We also make references to the assessment or report from the Probation officers and with the family of the client for information comparison purposes. This helps the social worker to compile a proper and comprehensive intervention plan together. Because we not simply just gathering information, but we are also the link of our clients to the process of change. Here the social workers will determine the risks factors that are having an impact on the child's developmental issues and then clients are linked or referred to the necessary and relevant programmes internally and externally. A social worker's assessment starts upon admission within 24 hours after the child has been admitted into the centre. Soon after admission of the client the induction and orientation will [commence]" (9).*

*"Most of the time assessments are not done on time because the child went to court or he or she was admitted during the weekend or holiday and there was no social worker, or all social workers were on training" (2).*

Authors confirm the importance of and need for assessment before any social work intervention. They also agree that the assessment of the child (client) involves the "cognitive, moral, emotional, psychological and social development of the child" (Gallinetti, 2009:19). By assessing the child, the social worker develops an understanding of the child's needs and is able to select appropriate resources to establish care and recognise other agencies that work with children (Oliver, 2010:10).

### 3.3.3.2 Sub-theme 3.2: Draw up an IDP for each child

Compiling an individual developmental plan (IDP) for each child is an important function and role of the social worker together with the multi-disciplinary team. Participants responded as follows in this regard:

*“The individual developmental plan of each child will be in place after 2 weeks of admission to the centre. This process is facilitated by the social worker as the case manager and is attended by the child and the multi-disciplinary team of the Centre. During the Individual Developmental Plan session, we discuss what resources, supports and capacity building have been offered to the child and his family to enable him to live within the least restrictive, most empowering environment. We discuss the possible to reunite the child with his family. The individual developmental plan focuses on strength of the child rather than the pathology. We build on the child’s competency rather than attempting to cure. We encourage trial-and-error learning. It is important that we understand and respond appropriately to developmental tasks and needs” (10).*

*“... an individual plan where the young person is actively involved in his own development and plan. It is also drawn by the multi-disciplinary team” (7).*

An IDP is ideally an individual plan where the young person is actively involved in his or her own development and plan. It is drawn up by the multi-disciplinary team. Jamieson (2013:118) stated that *an individual care plan* must be based on an appropriate and competent assessment conducted. The focus should be on the young person’s developmental needs and strengths in the context of their family and community environments. The Children’s Act (Act 38 of 2005) indicates that all children in alternative care should have an Individual Development Plan (IDP) within four weeks of placement and a formal review of the child’s IDP needs to take place every six months (Department of Social Development, 2012a: 7-12).



### 3.3.3.3 Sub-theme 3.3: Work in a multi-disciplinary team

Participants emphasised as follows that as social workers they work in a multi-disciplinary team:

*“Our multi-disciplinary team is made up of child and youth care workers (who) are the ones that take care of the children for 24 hours. The child and youth care workers know the children better than the social workers, because social workers only meet the children on appointments. Educators make sure that the children just don’t come and wait for their released. Security also plays a role in developing our children, Medical personnel as these are the key people or personnel in the development of the youth at the centre. Occupational Therapist forms part of the multi-disciplinary team because they help with the abilities of the young people. This include the family or significant others who will work with us towards successfully reintegrating the child back into his community” (7).*

*“The multi-disciplinary team is a team or panel that consist of different professional within the centre and at times including relevant stakeholders from outside. It consists out of the centre’s social workers, professional nurse, psychologist or occupational therapist, educators and child and youth care workers and the unit leader at times. The multi-disciplinary team and the client together with the family works together to ensure that the clients’ needs are met in a developmental and holistic manner. Children are also referred to the local psychologist and the nearest psychiatrist for medication purposes at times” (9).*

*“The Multi-Disciplinary Team must create an intervention plan to help the child reach his or her developmental needs. This plan guides every member of the team. The child is actively involved when developing the plan. He or she is also given specific tasks to do” (5).*

*“Security, cleaners and cooks they are mostly invited when the challenge displayed involves them” (11).*

That social workers typically work in a multi-disciplinary team with other professionals and cannot function optimally in isolation is confirmed by Schenk, Mbedzi, Qalinge, Schultz, Sekudu, Sesoko (2017:125). The members of the multi-disciplinary team bring their expertise to provide intervention to the children (the client). Various authors confirmed that a multi-

disciplinary team fulfils an important role in working with children in CYCCs. This team may include social workers, child-care workers, nurses, a psychologist, occupational therapist, a visiting doctor or psychiatrist, or any person involved with the child (Singh & Singh, 2014:111; Thesen, 2014:70, Jamieson, 2013:126, De Kock, 2010:92, Gallinetti, 2009:160). Thesen (2014:72-74) further pointed out that the challenges experienced by multi-disciplinary teams in CYCCs are often the result of poor communication. A lack of communication can create an environment where wrong decisions are made that are not in the best interest of the young people in our care, thus leaving the team frustrated. This may have serious implications and it can have an impact on the behaviour of children.

#### **3.3.3.4 Sub-theme 3.4: Facilitate and co-ordinate the implementation of IDPs**

The social worker is responsible for facilitating and co-ordinating the implementation of IDPs by all member of the multi-disciplinary team as described in the following story lines:

*“The individual development plan is not only planned; it should be realised and implemented as well. Social worker ensures that everything that was planned is ‘smart’. The child is expected to participate in the implementing of the individual development plan. SMART meaning it should be specific, measurable, attainable, realistic and time bound” (7).*

*“My role is to ensure that all interventions as outlined in the child’s Individual Developmental Plan are implemented as per agreed in the time frames set. Even if the child is going to be released after a year or so we still need to meet target” (7).*

*“The IDP is an individualised developmental strength-based plan that focuses on the developmental needs of the child that needs to have realistic and reachable objectives. This plan should be reviewed every 6 months. And this plan should be implemented with the child and the family and MDT [multi-disciplinary team]. I need to make sure that the child adheres to the plan to address his needs whilst he is in our care. I also need to ensure that the different professionals working with the child also follow his plan” (9).*

*“The social worker is the case manager of the child and he or she co-ordinate all interventions and services” (12).*

McCormick (2011:1) confirms that a social worker is the person that assists an individual child (and their family) by giving support and referral to other needed services when required.

### **3.3.3.5 Sub-theme 3.5: Provide counselling and support**

All participants cited that social workers provide counselling and support to the children sentenced to compulsory residence. Their responses are exemplified in the following story lines:

*“Social workers also give emotional support to children. There is a saying that hurting people hurt others, so the focus should also be on the emotional well-being of the child. This is a process thus it can be regarded as therapeutic intervention as well” (7).*

*“We render emotional support to the young person because during the admission period he might have problem adjusting to the new environment. He also needs support during his stay and during dis-engagement” (12).*

*“Some of the children are traumatised by the sentencing, and struggle to adapt to the environment of the child and youth care centre. In order to render emotional support, it is essential to recognise and respect the individuality of clients. This also entails the reassurance, encouragement and understanding we give our clients. We also do a lot of motivational interviewing in order to enhance our client’s motivation for change” (10).*

*“For me as a social worker working with children sentenced to compulsory residence provide emotional support every day. Remember that these children experience a lot of different negative emotions every day. From the day that a child is sentenced, we will find that he has lots of anxiety, anger, guilt due to the nature of his offence. So, as a social worker your role is to help the child to manage all these feelings. Even during their sentence periods, children receive bad news from their families and the need to be supported emotionally to be able to deal these issues” (5).*

*“Social workers have the enormous task to keep the hope of the child alive every day because if the child does not have hope, he might become suicidal and feel that his sentence is too lengthy. Social workers need to provide counselling to children” (13).*

*“The purpose of the individual programmes is to address certain issues or gaps that cannot be addressed in group work setting. Sometimes concerns can be raised in a group setting however, when it is addressed in an individual programme the social worker goes deeper into the child’s problems and can attend to matters” (13).*

*“As social workers, we work with different children from different background and cannot use one size fit all. We assess and enrol them in programmes according to the needs of every individual child” (14) .*

*“It is important to bear in mind that some of our youth are admitted being emotionally abused or challenged. As a social worker I need to provide on-going counselling to children that is having emotional problems. Sometimes they have fears, anger, sadness and can become depressed. They have been carrying pain for long months or years. They need emotional first aid. Children need to feel safe and comfortable with the social worker. I need to help the child to find solutions or develop ways to cope with certain situation. I need to help the child to understand why something bothers or upset him or her. To provide them with support, love, needs and empower them with skills how to control their emotions through different programmes facilitated to them. Emotional support is done to assist the child with the trauma he or she is experiencing” (11).*

That social workers provide counselling and support to the children sentenced to compulsory residence, is confirmed by Geldard and Geldard (2010:1) pointing out that in CYCCs social workers are professional counsellors who work exclusively with children. It is important that they understand the developmental stages of children and use it in their counselling approach with children. This allows for synchrony between the counsellor and the adolescent’s own life experiences (Geldard & Geldard, 2010:1). Through counselling the child is assisted in seeing him- or herself in the correct perspective away from the situation he or she is experiencing. In most cases the child’s perception of him- or herself within the problematic situation is distorted. These distorted thoughts are addressed through counselling that will help the child to change how he or she perceives him- or herself. The child is empowered with coping skills to face

future problematic situations and not return to the social worker for assistance (Schenk, Mbedzi, Qalinge, Schultz, Sekudu, Sesoko, 2017:122).

Counselling is an applied field in which a qualified professional uses behavioural knowledge to assist a client. It has been described as a process that is conducted, in this case by a social worker, to empower an individual (the client) in developing skills and knowledge that will enhance his or her wellbeing (Schenk *et al.*, 2017:122). Professional counselling can only be provided by a qualified person trained in the behavioural sciences, for example a qualified social worker. For a social worker working in a facility, counselling will typically be considered to take place at three levels. Informal counselling takes place at the level where the social worker provides day-to-day information and communication with the residents. Formal counselling is the implementation of a formal care plan using counselling theory to change behaviour and will include goals and tasks. In the case of clinical counselling, the social worker uses the client-counsellor relationship in the treatment programme with intensive therapy (Booyesen & Staniford, 2017:16-27).

#### **3.3.3.6 Sub-theme 3.6: Run structured group work programmes**

Elven participants referred to structured group work programmes for which the social workers are responsible.

*“The social worker plays the role of the therapist facilitating therapeutic programmes. Group work programmes are therapeutic. They are designed to give sentenced children support so that they realise that there are other young people who have the same problems as theirs. Bringing children with homogeneous problems together gives them a platform to share their different coping mechanism. The therapeutic programmes we facilitate deals with different issues” (15).*

*“The therapeutic programmes we conduct are accredited programmes aimed at addressing behavioural challenges. Therapeutic programmes in group work addresses children holistically and emphasise their circle of courage, belonging, generosity and, mastery and independence and others like peer pressure” (16).*

All participants referred to five group work programmes offered to children sentenced to compulsory residence and some mentioned other types of group work programmes as well. The specific group work programmes are the following:

- Bright Star Programme
- Aggressive replacement training programme
- Bridges to life Programme
- Matrix model for teens
- Colour my world Programme
- Step up character education Programme
- The 2 Be Me Programme (a programme that is being piloted in some centres)

In long term care there are many kinds of groups for purposes of stimulation, socialisation, support, understanding and information. Social workers use groups such as friend, family and associations and programs they belong to for many forms of intervention as confirmed by the National Research Council (1998:46). These types of therapeutic interventions require special training and experience of the social worker. The need for facility social workers to undergo specialised training to facilitate therapeutic groups is confirmed by Ryan (2016:1-38). Programmes for sentenced children are facilitated separately in line with their court orders. The structured group work programmes ran by the social workers, are listed as follows as categories:

➤ Category 3.3.3.6.1: Bright Star Programme

Participants responded as follows regarding this programme:

*“The Bright Star for teens is a life skills programme focuses strongly on the principle that change occurs inwardly and then automatically outward change and behaviour can be observed” (12).*

*“The Bright Star Programme: this is both life skills & therapeutic programme. It is relevant to all young people. It equips them with skills that they can apply to develop themselves, discover their purpose in life, establish the healthy relationships with other people and develop leadership skills in order to lead a positive life” (2).*

During this programme children learn in the first module, called “Brilliant self”, about taking control of their lives (‘responsibility’), considering their personal values, verbalising their life purpose, developing self-worth and developing priorities in order to achieve their life purpose (Bosasa, 2014b:39; Bosasa, 2010:30). Africa Cares for Life (n.d). supports this programme and goes further and states that the programme is suitable for individuals (and other like-minded groups); business of any size; teenagers and community (resourced groups). In the second module children are taught various personal skills including how to control their emotions, how to communicate effectively and how to practise conflict resolution. The third module aimed to convey the characteristics of a ‘brilliant’ leader. The Bright Star Programme also introduces different leadership styles labelled luminaries, entrepreneurs, managers, organisers and networkers. The luminary leader is described as an inquisitive leader who asks questions and views the world through the lens of ideas. The entrepreneur leader is the intellectual leader who views the world through the lens of opportunity and a sense of emergency. There are immediate needs to be filled. The managerial leader views the world from a systematic perspective and prefers a practical approach. Organisers are people who view the world as a place with tasks that need to be done and a service that needs to be provided to people. The networkers are leaders who are good in linking, joining, bringing together resources. They view the world is through the lens of webs to weave, people to connect and elements to gather (Johnson, 2013:21).

➤ Category 3.3.3.6.2: Bridges to Life Programme

Participants responded as follows regarding this programme:

*“There is a The Bridges To Life Programme. It is the one that I like very much is a restorative justice programme aim at bridging the gap between the accused and the victims of the crime. This programme also aims at restoring relations and not only being focused on the offenders only victims are to be empowered as well. Most of the time institutionalised social workers make mistake of only concentrating on only the offenders” (7).*

*“The Bridges to Life Programme is a restorative justice programme aimed at providing a healing process for children and their victims” (12).*

*“The Bridges to Life Programme follows in the footsteps of Howard Zehr and aims at providing a healing process for children. The philosophy is to bring peace to the children and youth by providing a safe environment and platform for each to tell his or her story in the context of spiritual principles such as confession, forgiveness, repentance, reconciliation, and restitution, thereby allowing the healing process to begin” (11).*

The programme focuses on helping children deal with conflict and troubled relationships with other people and guiding them to strive for internal peace and person reconciliation (Bosasa, 2010:40). Participants’ view regarding the programme, is confirmed by Armour (2005) where they confirm that their two ‘worlds’ (former life and what they know now) has been helping them and how it impacts them. The Bridges to Life Programme is built on the restorative justice model to facilitate healing. It helps offenders come to terms with their offenses. Once they have admitted guilt and show remorse, they learn how to deal with the offence in rehabilitative and redemptive ways. The offenders can tell their stories of their criminal behaviour and how it had a negative impact on their lives, while acknowledging the pain that they brought onto the victim’s lives (Bridges to Life Guide Star, 2017:2). The programme assesses the risk level (low, medium or high) of the children in conflict with the law and is appropriate to reduce crime (Bosasa, 2010:40).

➤ Category 3.3.3.6.3: Matrix Model for Teens

A participant responded as follows regarding this programme:

*“The Matrix Programme model: this is a substance abuse treatment, it is rendered with young people who are addicted to substances, it is a very long programme and it requires urine tests and support group system, it is done twice a week. The family is also involved in the process of treatment as they play a major role” (2).*

The Matrix Programme is a substance abuse programme that addresses important issues in the areas of initial stabilization, abstinence, maintenance, and relapse prevention of all participants in the programme (Bosasa, 2010:45). Since 2015, Bosasa child and youth care centres have been using the Matrix Manual for Criminal Justice Settings (Bosasa, 2007). The Matrix Model for Criminal Justice Settings (Bosasa, 2007:4) is a structured treatment experience designed to give offenders with substance use disorders the knowledge, structure, and support to allow



them to achieve abstinence from substance use and criminal behaviour and initiate a long-term programme of recovery and pro-social life. The aim of the programme is to better understand criminal logic and strategies that can be used in working with clients with substance use disorders. It presents substance use disorders and criminality as a treatable co-occurring issue. The matrix model focuses on treatment models such as cognitive behavioural therapy, motivational interviewing, person-centred therapy and group therapy (Patterson, 2018:1). The Matrix Programme is an integrative, intensive outpatient programme, highly structured, time-limited treatment and helpful and effective for a range of substance use issues (Patterson, 2018:1).

➤ Category 3.3.3.6.4: Colour My World Programme

Children displaying sexually abusive behaviour are enrolled in the Colour My World programme. Participants responded as follows regarding this programme:

*“The Colour My World Programme is treatment programme for children displaying sexually abusive behaviour. We address in the group sexuality issues and addressing myths and misconceptions around the issue of sexuality” (12).*

*“The Colour My World Programme: this is sexual offender’s treatment. It is done with young people who present with inappropriate sexual behaviour. It teaches them the appropriate sexual behaviour and makes them aware of the consequences of engaging in sexual activities at an early age” (2).*

Roestenburg and Oliphant (2018:7) stated that youth sex offenders need intensive in-depth treatment with a focus on prevention of re-offending. The purpose of the Colour My World Programme is to guide the youth sex offender through a process of change. Behaviour modification related to sex offending is the essential component in treating the destructive actions. The programme focuses on assessment of the individual behaviour and the context of systems dynamics, the implementation of intervention towards change by breaking the trauma cycle and changing behaviour, and prevention of relapse. The programme empowers children to take responsibility for the offence (Bosasa, 2012:7).

➤ Category 3.3.3.6.5: Step Up Character Programme

Another programme is the step-up character described as follows by a participant:

*“There is also Step Up Character Programme, I am an overseer to this programme. It is facilitated by a qualified child and youth care worker. It is designed specifically for sentenced children’s main purpose of the programme to is to teach children to think critically” (2).*

This is a character-building programme that helps children understand and incorporate good character (attributes such as integrity, honesty, courage, loyalty, fortitude, and other important virtues that promote ‘good’ behaviour and habits). The overall outcome is to teach children that a positive character is the foundation of a successful life and that character and personality have fundamental differences. The programme teaches children to think intensively and to think critically (Bosasa, 2015:5). Character building focuses on teaching young people responsibility, interaction, group dynamics, self-introspection, and effective communication and helping them to gain an insight into what their value base is (Demers, 2008:158).

➤ Category 3.3.3.6.6: Aggressive Replacement Training Programme

The focus and aims of the Aggressive Replacement Training (ART) Programme were clarified by participant 12 in the following way:

*“The Aggressive Replacement Training (ART) Programme focus on children struggling with intense uncontrollable aggressive behaviour. We focus on improving their moral reasoning which will allow them to make better and informed decisions when faced with difficult situations. Anger control is an emotionally motivated component and it teaches young people what not to do in situations where they are provoked. It also aims at enhancing self-control, reducing and managing anger and aggression”.*

The ART Programme attempts to address aggressive and violent behaviour of children through a range of skills learned and practised using real life situations (Bosasa, 2010:37; Bosasa, 2016:3). The ART-method is a multimodal programme originally developed for aggressive delinquents in CYCCs (Kaunitz, Andershed, Brännström & Smedslun, 2010:5). This is a structured programme that combines the use of techniques gleaned from cognitive theories and

from learning theory. The focus of the programme is on anger management, development of social skills, and moral reasoning.

➤ Category 3.3.3.6.7: 2 Be Me Programme

Three participants also mentioned the 2 Be Me Programme which is being piloted by the organisation.

*“We are also piloting a new programme called the 2 Be Me programme. This is a life skills programme it consists of six modules. Its main objective is to strengthen psycho-social and emotional development of sentenced children by providing them with educational opportunities and support. The programme has a lot of activities and the children show an interest in it” (2).*

The aim of the 2 Be Me Programme is to empower sentenced children, strengthen their psychosocial and emotional development, provide them with educational opportunities and support the development of a protective environment. These children have the right to normalisation whilst residing in care and need to understand who they are and where they belong (Bosasa, 2014a:2). Psychosocial support is a process of facilitating resilience within young people, their families, and communities. This can be done by respecting their independence and dignity and promoting the restoration of social cohesion and infrastructure . Emotional development of young people will assist them to focus on regulating their responses, teaching them how interact with others, how to cope with stress and challenges. Great value is attached to developing young people’s learning capacity and helping them gain the skills they need to apply daily. When young people are taught emotional competencies, we ensure they come emotionally healthy.

➤ Category 3.3.3.6.8: Other programmes

Participants also mentioned the value of other programmes:

*“The educational programmes we have programmes that we facilitate is about HIV and AIDS, substance abuse, the dangers of committing crime, the effects of crime etc.” (15).*

Another participant, participant 11 mentioned that sports programmes -

*“... promote long term sport development” (11).*

The following educational awareness programmes are conducted: Zest for life, Me and my sexuality, and Substance abuse and transforming violent behaviour (Bosasa, 2010:9). Sports programmes were also mentioned.

### **3.3.3.7 Sub-theme 3.7: Involve the family**

A number of participants mentioned their role regarding the involvement of the child's family which is highlighted in the following story lines.

*“There is also a family group conference even though family members of the young person involved at the end it is aimed at developing the child as an individual. So, it focuses on the background of a young person and how the family can help. The focus is on helping the young person” (7).*

*“Yes, families are important. There are mixed feelings when child is moved or taken from community and placed in compulsory residence. We need to identify what they are feeling. Some will feel they were robbed whilst other families might feel relieved because the child was troubled some in the community. The fact is that children belong to a family we need to assist them. We need not leave it like that, but families must not only be brought for home visits. They need to form part when the family group conference is organised. To help the family make sense of the removal of the child and also plan in terms of the people in the family that is significant in the child's life. That can be supportive in the child's life. More importantly depending on the programme when you do matrix it is important that the family must be involved. Even in the Bright Star Programme itself and any other programme. Families must be involved and must take responsibility. In any other programme where the child is incarcerated depending also on the level of the child, but the family must also take responsibility. Pre-release the family is ready, prepared even the community as a whole that the child is coming back. So, it plays an important role, the family in the re-integration back into society. This simply means offenders are still part the families and communities where they*

*stay and belong. When they are removed due to crime they committed, it is a temporary period, but they are bound to come back no matter how long it takes. Therefore, all process involved in rehabilitation of offenders should include families and communities so that when they are released, it is easier and sustainable for them to stay or accept them back. The family of the child should be involved from the admission period as reintegration already starts in the period. The family should continuously involve in the development of the child” (6).*

The nature of social workers’ role regarding involving the children’s families is confirmed by Section 2:8 of the Child Justice Act (South Africa, 2008a) and the Department of Social Development’s (2010) Blueprint, Minimum Norms and Standards for Secure Care Centres that also promote the involvement of parents and family as well as reintegration of children. After years in care, children have somehow become strangers to community life. During their absence families and circumstances have changed. It is important that strategies be developed that will prepare both the child and the family for reintegration. Individuals make up families and together they need to make their lives better and learn to be self-reliant. As can be seen from the above participant response, effort is made to ensure that family connections are maintained, and reintroduction managed (Department of Social Development, 2018:20). In contrast, Kleinhans (2013:40) is of the opinion that there are still programmes that work in isolation and care little about the families.

#### **3.3.3.8 Sub-theme 3.8: Liaise and work with stakeholders and other role players**

The majority of participants referred to the important function of the social worker liaising and working with stakeholders and other role players as follows:

*“We have a good relationship that we maintain with all the stakeholders in the district, we even have the monthly district efficiency enhance meeting at the centre and I also get invited to the provincial child justice forum meetings. The issues of the children are dealt with effectively and quickly. As the senior social worker, I attend the Provincial Child Justice Forum meetings hosted by the Department of Justice, held quarterly in the province. We work with the department of public prosecution, local courts and Thuthuzela centre; the South African Police Service and Safety and Liaison, the Legal Aid Board and the Department of Correctional Services, local Non-Governmental Organisations: Nirco, Ethembeni trauma centre, the ACVV*

*and Love Life. The Department of Education for mainstream schooling and most important the Department of Social Development” (9).*

*“When you are working as a social worker, networking is very important. It is not different when you are working with children in compulsory residence. You have to remember that this act is still new; we have since that it has a lot of loopholes. Networking with stakeholders, for example lawyers, presiding officers helps us identify those loopholes and raise them at higher levels. These stakeholders are also invited to the Centre to educate young people about their rights and responsibilities and how the law is applied” (5).*

*“We also work with different stakeholders. For example, probation officers are contacted to find more information about the child. Courts are also contacted for children that is not complying to the court order. The centre for child law is contacted for children who are sentenced in terms of section 73 of Child Justice Act, where the child is sentenced for ten years. The child is expected to serve half of the sentence and later conclude it in prison. This is an unfair sentence” (14).*

*“The family is very important, also external community workers and significant other people. This can be the client’s teacher or a pastor if he is a member of a church” (13).*

*“We don’t work in isolation. Our role is to network with other stakeholders like the Department of Social Development, the National Prosecution Authority, the Department of Justice and the South African Police Service. The police assist in transporting our children and from court. They also investigate the children’s cases. The Probation officers from Social Development attend to court on our behalf and present our reports in court. They also help in tracing the family where there some challenges” (13).*

*“We interact together during events such as Youth day, Child protection week or month, Restorative Justice week and many more” (2).*

To improve service delivery to children, communication between stakeholders needs to improve (Roestenburg & Oliphant, 2008:14). Delap and Wedge (2016:9) maintain that it is important that all the stakeholders are involved in the reintegration process. This includes the young person, his family, the community, school, the government or non-governmental

organisation. It is clear from the participants' response that there are numerous platforms where networking takes place and where advocacy can also occur between stakeholders to ensure reintegration services are effective.

#### **3.3.3.9 Sub-theme 3.9: Conduct community outreach programmes**

A participant referred as follows to community outreach programmes undertaken by the social workers, including community outreach programmes presented at schools:

*“Prevention and early intervention awareness campaigns, community outreach and the commemoration of calendar events are conducted at schools around Boitekong and Rustenburg”.*

The social workers' role in conducting community outreach programmes in the form of prevention and early intervention services, is confirmed by the reference to it in regulation 2(4)(b) of the Child Care Act, Act No 74 of 1983. The community outreach programmes can help to ensure that children are rehabilitated in their own community.

#### **3.3.3.10 Sub-theme 3.10: Prepare for child's re-integration into the family and community**

As expressed by participants, prior to the child's release the social worker has an important role to play in preparing for the child's re-integration into the family and community.

*“Social workers must involve families in the re-integration process by facilitating contact between the children and their parents, caregivers or significant [others]. Ensure they make weekly telephonic contact, take them for home visits, encourage family visits at the centre and organising open days. The involvement of families strengthens the re-integration process” (10).*

*“This is done when the young person is about to complete the sentence whereby the family and the community need to be prepared about the release to prevent stigmatisation and discrimination that can lead to relapse or re-offending. We keep telephonic contact and conduct home visits to unify the child with his family and to ensure that the relationship with his or her family is being maintained” (2).*

*“Conduct home visits and reintegration meetings with families before a child can be released. Conduct restorative meetings with the victims the social worker also needs to liaise with the community to prepare them for the young person’s release” (17).*

That the social worker also needs to liaise with the community to prepare them for the young person’s release is confirmed by Section 5 of the Department of Justice and Constitutional Development’s (2010) National Policy Framework for the Child Justice Act, 2008 (Act No 75 of 2008). This intervention (for example. programmes) should support young people in their transition from prison back into their community and strengthen them (Dandurand, Griffiths, Murdoch & Brown, 2008:1-2; NICRO, 2015:9-12). The aim of the reintegration is to help family members to reunite. It serves as a support tool to parents. Jamieson (2013:101) stated that in terms of section 187 of the Children’s Act the social worker designated to a child’s case is the one who needs to reunite the child with his or her parents. In cases where the court order expires, the social worker’s report needs to explain to the court why the reunification did not work and also try to draw up an intervention plan. Delap and Wedge (2016:9) pointed out that families have the primary duty to provide care to their children. To ensure that children return to the care of their family of origin they should be allowed to engage with their families. It is vital that parents, siblings and extended families cooperate in the reintegration processes. Social services should build on the strengths of families and identify and reinforce positive behaviours.

#### ***3.3.3.11 Sub-theme 3.11: Compile court reports***

Social workers have the responsibility of compiling and submitting reports to the courts.

*“I also have to compile process notes about the child’s response to interventions that they are exposed to and to compile progress reports (for) court” (7).*

Social workers’ responsibility for compiling and submitting statutory reports regarding children to the courts is confirmed by the literature (Paul & Elder, 2009:243), as well as by Section 76 2(b) of the Child Justice Act, (Act No. 75 of 2008) (South Africa, 2008a:99-100). A court report has the ability to impact either positively or negatively on a child’s life and as such great care should be taken when compiling a court report. The child’s background should



be part of the report, as well as the past experiences that have an impact on his life and the effects they have on his current behaviour (Samarroo, n.d.:1).

#### **3.3.3.12 Sub-theme 3.12: Provide aftercare services**

Stated as follows, social workers provide services to the child and family after the child has been released from the centre.

*“We prepare the child or release and reintegration with the family and their communities. We also provide after care services where possible during the first year after release” (3).*

Social workers’ role and responsibility regarding the provision of after care services are confirmed and spelt out by the Children’s Act and Regulations, Act 38 of 2005 (*Children’s Act and Regulations*, 2014:603-629). Aftercare means the supportive service provided by a social worker or a social service professional to monitor the progress regarding the child’s developmental adjustment as part of family preservation or reunification services or alternative care (*Children’s Act and Regulations*, Act 38 of 2005 (2014:603-628). Aftercare services help to prepare young people in custody for reintegration back into the community, minimize recidivism, and are intended to change bad behaviour and prevent it from reoccurring m (Dandurand, Griffiths, Murdoch & Brown, 2008:14). Young people should be equipped with skills that will help them to cope with living with their family and in the community at large (Jamieson, 2013:120).

#### **3.3.4 Theme 4: Social workers’ opinions on how families can be involved in the re-integration of children sentenced to compulsory residence**

Participants were asked the following in this regard: “As a social worker working in a child and youth care centre, in which way can families participate in the re-integration of children into their family systems and the community after completing their sentences?” From their responses, five sub-themes emerged, namely: Families visit and maintain contact with children; families attend family group conferences and meetings; social workers conduct home visits and link families to resources; network with others; and social workers prepare environment and community for child’s release.

In line with UNCRC, services to children should be streamlined towards reintegration (Roestenburg & Oliphant, 2008:30).

The following sub-themes were raised:

#### **3.3.4.1 Sub-theme 4.1: Families visit and maintain contact with children**

Participants agreed on the importance that families should maintain contact with their children whilst in the CYCCs, as expressed by one participant:

*“Regular visits [by the family] are important for the child to adjust in the CYCC and to maintain his relationship with the family. Parents must attend meetings that the social worker has arranged regarding the child’s progress. The family members need to verbalise their support to the child, and this will make the rehabilitation process easy” (5)*

The importance of families maintaining contact with their children whilst in the CYCC, is confirmed in practice and by the literature, in that family preservation services are designed to strengthen families and to keep them together as far as possible for as long as possible (South Africa, 2008b; Mosoma, 2014:1). As family members give support to other family members, the role of the family in a young person’s life cannot be underestimated. Family gives emotional support, listen to each other and offer guidance. If the reintegration of a young person is successful recidivism is reduced.

#### **3.3.4.2 Sub-theme 4.2: Families attend family group conferences and meetings**

Apart from keeping in contact with the children in the CYCCs, families should also be involved in therapeutic interventions such as family group conferences.

*“Families will be engaged through family group conferences or restorative programmes as some of our children have committed offences in their families and communities. Bridges to Life Programme is designed in a way that it helps youth to restore peace that is broken within families and communities. It emphasises forgiveness and there is a part where they are given an opportunity to write apology letters to people they have wronged” (11).*

The value of involving families of children in CYCCs in therapeutic interventions such as family group conferences is confirmed by Doolan (2011:15-23) stating that family group conferences are important because they encourage children to take responsibility for the crime they have committed and for their behaviour. Family group conferences furthermore provide an opportunity to share information with family members and significant others (Roestenburg & Oliphant, 2018:7). The social worker should plan family conferences in cases where family members/significant others are available.

#### ***3.3.4.3 Sub-theme 4.3: Social workers conduct home visits and link families to resources***

Participants had the following to say about conducting home visits and linking families to resources:

*“We reintegrate them back into the families and communities as responsible citizens. We conduct home visits where we hold reintegration meetings to assess the situations. We assess the fitness of family members if they can be able to take care of the child and identify community resources that will help him when he is released. We also visit schools to check the possibility of them being readmitted” (14).*

*“We link the family with resources to assist the child with his or her transition. This is done when the young person is about to complete the sentence” (2).*

The guiding principles of the Child Justice Act 75 of 2008 stresses the importance of family reunification (South Africa, 2008a:83, 85). Social workers should conduct home visits and link families to necessary resources. The service provider who renders services to the family and the service provider of the child in care should be working in close cooperation with each other.

As far as working with the parents are concerned, Cook (2014:25) confirms that social workers have the responsibility to acknowledge the feelings of parents and help them to regain some control over making decisions regarding their children. Parents need to know that their participation in the treatment and upbringing of their children is of vital importance. At the onset of working with a family, the goal should be to build trust. This will make the collaborative relationship between the staff and the parents possible. A collaborative relationship will ensure commitment and participation in the child's treatment plan. A written

agreement that stipulates the goals and tasks of the child's treatment plan gives parents a strong feeling of participation and is valued when both parties (the social worker and the parents) need each other to ensure a well-functioning relationship.

#### **3.3.4.4 Sub-theme 4.4: Network with others**

The need to network with others was identified as being important and participants had the following to say about it:

*“We involve the probation officer and the family and the community through the tribal authority or the Headman in the reintegration process. Parents are involved in therapeutic programmes. It is important that they supportive to children to facing stigmatisation and discrimination that can lead to relapse or re-offending” (2).*

*“The centres need to form a relationship with other departments and organisations in ensuring that upon release from the facility, children are linked with those stakeholders to continue with the skills learned in the facility as preparation for job employment” (15).*

Successful reunification depends, among other factors, on the extensive collaboration involving the child and his or her family and the significant support structures, staff of the residential facility, foster parents, teachers, social service workers and other service providers, including other important systems in the community that could support the reunification process. Hence the need for establishing networks for this purpose. The roles and functions of each of the systems, such as the education, health, and the mental health system, should be clearly defined (South Africa, 2008a).

Networking focuses on building relationships with people with whom a person shares common areas of interest. Networking can be effective if it is linked to a range of services and when service providers have knowledge of the services in the local community. By setting up networking meetings the partners are able to share challenges related to cases and learn from others' experiences. The meetings can be about collaboration, social work, identifying services children need, the strengthening of the child protection systems, working with children in conflict with the law, school dropout issues, or child rights matters. The need to establish

networks as described above is confirmed by the finding that when partners experience networking positively, it can lead to expansion of activities (USAID, 2015:30).

#### **3.3.4.5 Sub-theme 4.5: Social workers prepare environment and community for child's release**

A participant had the following to say about social workers preparing the environment and community for a child's release:

*"It is important to prepare the environment for when the child will be released and to avoid reoffending behaviour. There are cases where the communities are influential and if they are not prepared or engaged in the reintegration process, they might do what is called retributive justice. We encourage restorative justice where community will be involved in rehabilitating and developing the child" (7).*

Literature confirms that families need to be involved in the re-integration of children sentenced to compulsory residence (Department of Social Development, 2018:24). Thesen (2014:19) accentuates that the family forms an integral part of a child's life. The South African Children's Act No. 38 of 2005 (South Africa, 2005:10) requires that CYCCs must play a role in the integration process by promoting family reunification and family preservation programmes, thereby further confirming the social workers' responsibility to prepare the environment and community for the child's release. This procedure has to be run in collaboration with the social worker who placed the child in the CYCC (Thesen, 2014:28, 109). There are many challenges that need to be addressed before a child can be released from custody. Inter alia the home circumstances of an offender should be checked by the probation officers and they should determine whether the family is ready to receive the young person back.

#### **3.3.5. Theme 5: Challenges faced by social workers in working with children sentenced to compulsory residence**

Participants responded by listing numerous challenges they faced in working with children sentenced to compulsory residence, when asked to do so. From their responses, five sub-themes emerged, namely: Family-related challenges; child-related challenges; service-related challenges; challenges related to re-integration; and legislative challenges. Story lines are

given under each of these sub-themes.

#### **3.3.5.1 Sub-theme 5.1: Family-related challenges**

The sub-theme family-related challenges are divided as follows into two categories each with its story lines:

➤ **Category 3.3.5.1.1: Lack of support/involvement from parents**

The challenge of parents demonstrating little support or being involved with their child in the centre was articulated by a number of participants amongst which the following example:

*Very few of the children in our care's parents... [are] involved in their children's lives. Some parents have given up on their children and do not visit them. They are relaxing knowing the children are not in their care" (9).*

The lack of support/involvement from parents is confirmed by the UNCRC, emphasising that services to children should be streamlined towards reintegration (Roestenburg & Oliphant, 2008:30).

➤ **Category 3.3.5.1.2: Families live far from CYCCs**

As stated by a participant, the distance between the centre and the child's family frequently is an important challenge:

*"Most of the sentenced children in our centre is from as far as Kimberley in the Northern Cape which is +- 800 km from Springbok. Although home visits realise, it is not as often. All of them came from an impoverished background and their families do not have the resources or means to visit them at the centre. Home visits are mainly the responsibility of the centre but is challenging due to the financial implication (travel costs) and puts a strain on the human resources of the centre" (10).*

Another participant mentioned this challenge as well and added the lack of training of parents:

*“The vast distance we need travel when conducting home visits is a challenge and parents are not trained in the programmes the children attended” (14).*

This is confirmed by Muntingh and Ballard (2012:50) pointing out that children placed in prisons far away from home, indicated during an interview that it is not possible for their families to visit them on a regular basis and some had lost contact with their families.

### **3.3.5.2 Sub-theme 5.2: Child-related challenges**

Child related challenges include behavioural, attitudinal problems and low motivation to change, about which participants expressed themselves as follows:

*“Sentenced youth deliberately break the rules of the centre on the impression that nothing will happen to them because they are sentenced. Most of them do not take responsibility of their personal growth. Instead of reforming they are using the opportunity of being detained in a child and youth care facility to display mischief skills. Their behaviour clearly defeats the whole purpose and principles of the child and youth care centre. They end up with further charges and that is what they want because when they transferred to prison, they get parole and get released earlier than when they are at child and youth care centre” (2).*

*“... sometimes it’s difficult to deal with overly aggressive children” (15).*

*“The children’s level of motivation to change their behaviour positively is often low” (10).*

### **3.3.5.3 Sub-theme 5.3: Service-related challenges**

Social workers identified the following two challenges as categories that are related to the social work services:

- Category 3.3.5.3.1: No norms and standards for the service

One participant bemoaned the fact that there are no norms and standards for this particular service:

*“There is no norms and standard for sentence care child that guides child and youth care centres” (7).*

This is apparently confirmed by the Department of Social Development’s document (2018:17), Re-integration and aftercare strategy for probation services stating that children in conflict with the law are often kept for long periods in CYCCs, police stations, and correctional services.

The statement that there are no norms and standards for this particular service is contrasted by the fact that all sentence care programmes and services rendered to children must uphold the rights of children as outlined in the Constitution of the Republic of South Africa (1996) and the following applicable legislation:

- The CYCC should be registered under section 197 of the Children’s Act (No. 38 of 2005) as amended (South Africa, 2005).
- Children are sentenced in terms of the Child Justice Act (No. 75 of 2008) (South Africa, 2008a).

With reference to the norms and standards for this particular service it should also be borne in mind that the infrastructure of the CYCC must be child friendly and meet health and safety standards, be functional, durable, and aesthetically pleasing. The therapeutic milieu/ living environment should be of such a nature that children and staff feel safe and comfortable in it. Services to children must be holistic and inter-sectorial collaboration must be pursued. Education and health services must be rendered in line with legislation. All children must have access to information regarding the programme that they will participate in. CYCCs must be



registered with the Department of Social Development in terms of section 199 of the Children's Act 38 of 2005 as amended (South Africa, 2005).

➤ Category 3.3.5.3.2: Some team members do not fulfil their roles

Whilst working in a multi-disciplinary team and being dependent on each member fulfilling their particular role, a participant had the following to say:

*“Some members of multi-disciplinary team are not playing their role in the development of the children”.*

A multidisciplinary team comprises a group of practitioners with different professional (multidisciplinary) training employed by different agencies (multi-agencies). Such a team meets regularly to coordinate their work of providing services to one or more clients in a defined area (Giles, 2016:25-33). It is essential that each team member should fulfil his or her designated role and pull their full weight.

#### **3.3.5.4 Sub-theme 5.4: Challenges related to re-integration**

As identified previously, social workers are responsible for ensuring children's successful re-integration into their families and communities. The participants identified inadequate preparation; lack of commitment to provide after care services; schooling; poverty; unemployment; the home circumstances and child-headed households as the challenges in terms of children's re-integration. This is stated as follows:

*“... at this stage I am of the view that minimal attention is given to this service. This service entails preparing young people to be released back to his family/community” (5)*

*“The lack of restorative justice programmes in the community makes integration of the sentenced children difficult” (9).*

*“A lack of commitment of stakeholders to render after care services is also regarded as a big challenge for our child and youth care centre” (10).*

*“Some of them are released in the middle of the year where they find that schooling is a challenge and they cannot be enrolled” (6).*

*“Poverty and unemployment are another cause of reoffending and it discourages the social worker in her service delivery as it reflects to social worker as a failure” (7).*

*“The level of literacy of parents and background at home” (9).*

*“Children from child-headed family commit crime for some serious reason like maintaining his siblings. Neighbours are expected to guide the children from those families” (7).*

The Department of Social Development’s (2010:61) Blueprint, Minimum Norms and Standards for Secure Care Centres confirms the importance of after care services and by implication emphasises the children’s successful re-integration into their families and communities. Delobelle (2013:159-205) reminds us that in South Africa families are faced with challenges like severe poverty, starvation, malnutrition and crime. Also to be taken in consideration is the fact that in South Africa, between 2006 and 2015 a total number of 53.4 million people or 55% of the population were living in poverty. The average rate of unemployment in South Africa was 26.7 % in 2017 (South Africa, 2017:9). With poverty growing in South Africa, the challenges faced by children have an impact on their normal development. This compels the welfare system to improve service delivery. The services of social workers have become highly sought after, as there is a growing realization that they are needed in rehabilitation programmes and for various forms of intervention (Schenk *et al.*, 2017:3-4).

According to Steyn, Badenhorst and Kamper (2010:28) the HIV and AIDS epidemic has resulted in numerous child-headed households in South Africa. Many children started to engage in criminal activity to meet their basic needs or as means of survival. Jamieson (2013:108) confirms that where the parent, guardian or care-giver passed on, a child aged 16 can become the care-giver for the household. A designated social worker needs to do an investigation to determine the capacity of the child to head the household. This situation places the child that is heading the household in a dual role as child and adult, which is very difficult to manage (Schenk *et al.*, 2017:175). The Children’s Act, Act 35 of 2005 (South Africa, 2005) makes

provision for a mentor that must support and assist the child with challenges. This mentor must supervise the child heading the household and other children according to their age and responsibilities.

#### **3.3.5.5 Sub-theme 5.5: Legislative challenges**

Participants identified gaps or inadequacies in the Child Justice Act (South Africa, 2008a) as being a challenge in their service provision and addressed it in the form of six categories.

##### ➤ Category 3.3.5.5.1: Children are not separated in the centres

Four participants expressed themselves as follows regarding the legislative challenge of children not being separated in the centres:

*“Another challenge is having Child Justice Act with the Children’s Act children in the same centre. Children do not want to understand why they cannot go for home visit or attend activities in the community like the place of safety children” (13).*

She further added: *“... child and youth care centres have challenges to render different programmes for different care types under the same roof. Sentenced care children end up being frustrated because diversion children can go on home visit and attend community programmes” (13).*

*“They [children sentenced to compulsory residence] also have an attitude of self-entitlement as they ‘claim’ ownership of the centre. This has a negative effect on the other youths of the centre [diversion and awaiting trial]. It should be mentioned that the child and youth care centres infrastructure does not make provision for the separate detainment of children that are sentenced to compulsory residence, awaiting trial and youths that are being diverted” (10).*

*“They [sentenced children] have challenge of ill-treating and abusing the diverted ones and awaiting trials” (16).*

*“Where there is no infrastructure to separate those, who are under 18 and those above becomes a problem. For example, the Act does not make provision for parole conditions for*

*children. If they are sentenced to compulsory residence for a period of five years, they become young adults and they rather want to be sentenced to prison because they will not service the whole five years. They are aware that in prison they will be eligible for parole and not serve the whole five years” (16).*

*“I also feel it was a little bit confusion. The role players confused the Child Justice Act with the Children’s Act that is for children under the age of 18 years. The children sentenced to compulsory residence can stay up until the age of 21 years and they are still mixed with child awaiting trial in the same facility” (6).*

Badenhorst (2012:28) confirms that the infrastructure of some of the CYCCs does not allow for the total separation of trial awaiting children and sentence care children.

- Category 3.3.5.5.2: Courts interpret the Child Justice Act differently, use different forms and sentence orders are unclear

Courts are also regarded as part of the legislative challenges, as two participants explained:

*“Magistrate courts use different forms when sentencing the children and it leads to confusion” (12).*

*The sentence orders are sometimes unclear on the programmes the children must attend” (11).*

- Category 3.3.5.5.3: No parole or early release for children

The fact that, in terms of the Child Justice Act (South Africa, 2008a), there is no provision of parole for children sentenced to compulsory residence, was identified as a legislative challenge by a number of the social workers.

*“Some children are concerned because the adult [who] committed the crime will receive parole and they do not receive parole” (7).*

*“The Act does not give provision for a child and youth care centre to release a child even when they are convinced that the child has completed the programme and is rehabilitated. There is no parole” (5).*

*“The Act does not make provision for parole conditions for children. If they are sentenced to compulsory residence for a period of 5 years, they become young adults and they rather want to be sentenced to prison. They are aware that if they are 18 years old and sentenced to prison, they will be eligible for parole and not have to serve the whole 5 years’ sentence” (13).*

*“The children think that they are getting a rotten deal, if I can use that word. We help them see that as children but there is no option parole. They think we must talk to the magistrate and ask them to release them” (6).*

➤ Category 3.3.5.5.4: Child Justice Act gives no guidance on leave of absence

As pointed out by two participants, as a legislative challenge the Child Justice Act (South Africa, 2008a) also does not make any provision for a child sentenced to compulsory residence to be given leave of absence.

*“The Act does not give guidance on issues like leave of absence” (7).*

*“The Act also does not indicate who have powers to move children from the child and youth care centre to funerals, hospitals etc.” (11).*

The Child Justice Act (South Africa, 2008a) does not provide clear guidance regarding leave of absence and Child and Youth Care Centres are currently using Section 168 of the Children’s Act (Act 38 of 2005) (South Africa, 2005) to allow children to take leave of absence after nine months of sentence in terms of its Policy on sentence of compulsory residence in Child and Youth Care Centres (Department of Social Development, 2015a:13). The Director-General/Head of Department of Social Development may grant the manager of a secure care centre written permission to allow a child leave of absence for a period and on certain conditions in terms of the above-mentioned policy of the Department of Social Development’s (2015a:26).

➤ Category 3.3.5.5.5: Some children are transferred to prison

The fact that some children are transferred to prison is identified as follows as a legislative challenge:

*“Sometimes children are transferred to prison to continue their sentence. As a result, we find out that their development comes to an end because you remove them” (6).*

In terms of Section 76 (3) (a) of the Child Justice Act (Act 75 of 2008) (South Africa, 2008a) a child justice court that convicts a child for an offence referred to in Schedule 3 which exceeds ten years, may if substantial, sentence the child for a period of imprisonment . This raises a concern that it is a sentence within another sentence (Department of Social Development, 2015: 15-16).

➤ Category 3.3.5.5.6: Roles and responsibilities of team members are not identified

That the roles and responsibilities of team members are not identified is seen as a legislative challenge, as stated by a participant:

*“The roles and responsibilities of members of the multi-disciplinary team are not clearly identified” (11).*

This is confirmed by the fact that unlike the Children’s Act (South Africa. 2005), the Child Justice Act (South Africa, 2008a) does not set out the roles and responsibilities of the various team members but sets out specific objectives for the assessment of children in conflict with the law. The Act promotes the reintegration of the child into the family and community. In the Department of Social Development’s document (South Africa, 2018:52) Reintegration and After Care Strategy for Probation Services, the roles of stakeholders who play an important role in the reintegration of young people, are discussed. The National Department of Social Development is responsible to ensure reintegration and aftercare services are implemented.

### **3.3.6. Theme 6: Social workers’ recommendations to address the challenges experienced in working with children sentenced to compulsory residence**

Children who display behavioural problems pose challenges to CYCCs and social workers (Thesen, 2014:30). Although participants were not specifically asked a question on their recommendations to address these challenges, this theme emerged during the interviews when the participants explained their challenges or added something at the end of the interviews.

These recommendations are given as six sub-themes, formulated as follows: Review the Child Justice Act; Children should be placed closer to their families; Clearer sentence orders; Parenting skills training; Specialised after care programmes; and Evaluate the impact of therapeutic programmes.

#### **3.3.6.1 Sub-theme 6.1: Review the Child Justice Act**

Given the identified gaps in the Child Justice Act (South Africa, 2008a) already identified under the challenges social workers experience, there were numerous recommendations that the Child Justice Act should be reviewed and amended.

*“The Child Justice Act must be seriously reviewed for children to qualify for an early release”* (16).

*“The Child Justice Act should consider release for children for good behaviour and more terms of follow-up, you know, though the probation officer should commit him or her beyond the completion of the programme. Follow-ups in terms of after care must be there ensure the child do not have a case of re-offending. This means that they should create an environment of working with the community”* (6).

*“I recommend that parole should be part of the system where some of the children can be released before the end of the sentence period (checking certain grounds of course). The parole board has to be introduced and be part of the system for the secure care facilities”* (8).

The recommendation that the Child Justice Act (South Africa, 2008a) be amended to make provision for children to qualify for parole or an early release is supported by the fact that the Department of Social Development does not have specific legislative prescriptions for parole and the procedure that needs to be followed. In Correctional Services offenders qualify to be considered for parole terms of the Correctional Services Act, Act no 111 of 1998 after they have served a specified minimum period in detention. Adult offenders are currently considered for early release whilst youth sentenced in Secure Care Centres are being deprived of their rights to be considered for early release (Department of Social Development, 2015a:2).

### **3.3.6.2 Sub-theme 6.2: Children should be placed closer to their families**

To address the challenges experienced in working with children sentenced to compulsory residence, it is recommended that sentenced children be placed in CYCCs closer to their families.

*“It is advisable for child and youth care centres to accommodate youths preferably from the immediate or surrounding communities for optimal contact between the child and significant others; Significant others of youths can be included extended family members or community members” (10).*

This is supported by the government’s policy that the family should always be considered as an active partner in the treatment process of their family member (South Africa, 2008b:82-86). Furthermore, Malatji and Dube (2015:123) confirm that children should be placed closer to their families to have more contact with them.

### **3.3.6.3 Sub-theme 6.3: Clearer sentence orders**

A participant referred to the challenge that sentence orders should be clearer formulated.

*“The sentence orders are sometimes unclear on the programmes the children must attend”.*

Child and Youth Care Centres indicated that before children are sentenced the probation officers should consult with the Child and Youth Care Centres’ social workers to determine if the placement would be suitable to address the needs of the children. They indicated that the reason for the placement must be mentioned in the pre-sentence report. (Wakefield & Gallinetti, 2011:7).

### **3.3.6.4 Sub-theme 6.4: Parenting skills training**

A need for establishing a parental skills programme to assist parents on how to deal with their children’s behaviour was identified as a challenge.

*“We need a parental skills programme to assist parents on how to deal with their children’s challenging behaviour. Behind children’s challenging behaviour there is a need that is not*



*address. The children are trying to express a certain need. It is important for parents to be involved and be educated because most of the parents are not aware of the dynamics in the child developmental stage” (9).*

According to Wessels and Ward (2015:18) parenting skills programmes can teach parents strategies to enhance their relationships with their children, manage their children’s behaviour by using non-aggressive forms of discipline. In addition, teaching parents skills will prevent child abuse, neglect and harsh disciplinary practices in communities (Begle, Lopez, Cappa, Dumas & de Arellano, 2012:57).

#### **3.3.6.5 Sub-theme 6.5: Need for specialised after-care programmes**

The need for presenting specialised after-care programmes to released children was identified as a challenge as follows:

*“Children who are released must be supported and ensured that they are linked with meaningful structures in their communities” (5).*

*“There is a need for the development of specialised aftercare programmes in collaboration with child and youth care centres in order to address the identified areas when the youth is released from the centre; especially in areas where organisations like NICRO does not operate” (10).*

The need for after-care services is confirmed, because it has been established that family members might feel guilty that they have contributed to the removal of the child (Department of Social Development, 2012:9b). In addition, there is a need for the Department of Social Development to have an aftercare strategy that focuses on reunification and provide a system to implement and monitor aftercare services (Department of Social Development, 2018:17).

#### **3.3.6.6 Sub-theme 6.6: Evaluate the impact of therapeutic programmes**

The challenge for the need to evaluate the impact of therapeutic programmes was raised as follows by a participant:

*“The impact of the therapeutic programmes needs to be evaluated through research” (5).*

The response of the participants indicates that it is mandatory to assess the child’s circumstances and to make recommendations regarding the programmes the child needs to attend in residential care. Jamieson (2013:127) confirmed that therapeutic programmes should provide support to children as well as to family members. They should focus on the growth and emotional well-being of the child. The therapeutic programme should also consider the needs of each individual child and his or her developmental stage. In the programme the significant people involved should provide services and have proper and relevant training. Family members and children should be helped to identify their strengths. The environment needs to be safe. The programmes should be sensitive to the language needs, religious norms, and children’s values and beliefs.

### **3.7 CONCLUSION OF THE CHAPTER**

A qualitative research approach was applied in this research. The goal of the study was to explore social workers’ experiences and views pertaining to their role in working with children sentenced to compulsory residency in terms of the Child Justice Act (South Africa, 2008a). Data were collected by conducting semi-structured face-to-face interviews aided by a semi-structured interview guide and analysed by means of Guba’s model (in Krefting, 1990:214-220). Findings were confirmed or contrasted by means of a literature control. In this chapter the following themes and sub-themes extracted from the data were described:

- Theme 1 described social workers’ accounts of their understanding of compulsory residence in terms of the Child Justice Act.
- Theme 2 discussed social workers’ accounts of how their job description focuses on their role in working with children sentenced to compulsory residence.
- Theme 3 described the social workers’ experiences of their role in working with children sentenced to compulsory residence. This was done by discussing the following sub-themes:
  - Conducting assessments
  - Drawing up an IDP for each child
  - Working in a multi-disciplinary team
  - Facilitating and co-ordinating the implementation of IDPs

- Providing counselling and support and running structured group work programmes
- Involving the family
- Liaising and working with stakeholders and other role players
- Conducting community outreach programmes and preparing for the child's re-integration into the family and community

The work programmes consisted of the Bright Star Programme, Bridges to Life Programme, Matrix Model for Teens Programme, Colour My World Programme, Step-Up Character Education Programme, 2BMe Programme, and others.

- Theme 4 discussed social workers' opinions of how families can be involved in the re-integration of children sentenced to compulsory residence. This involved the compiling of court reports and providing aftercare services. Categories falling under this section are visiting the families and maintaining contact with children, families attending family group conferences and meetings, social workers conducting home visits and linking families to resources, networking with others, and social workers preparing the environment and community for child's release.
- Theme 5 described the challenges faced by social workers in working with children sentenced to compulsory residence, identified as sub-themes. This involved family related challenges, child-related challenges, service-related challenges, challenges related to re-integration, and legislative challenges.
- Theme 6 described the recommendations to address the challenges experienced in working with children sentenced to compulsory residence identified as sub-themes. The challenges consist of reviewing the Child Justice Act, placing children closer to their family, implementing clearer sentence orders, parenting skills training, specialised aftercare programmes, and evaluating the impact of therapeutic programmes. The researcher consulted literature resources that shed light on the emerging themes that evolved from the study.

These findings demonstrate that the social workers have very definite ideas about their roles in serving children sentenced to compulsory residence, their parents, and the community. It became obvious that these roles are multi-faceted and extremely diverse. That they spend time considering their roles and the factors impacting on their ability to fulfil it, is clear from their

unmistakeable willingness to provide suggestions for improving both the setting for their services and the nature of the services they render.

The next and last chapter, Chapter 4 focus on the summary, conclusion, suggestions and recommendations made based on the research findings.

## **CHAPTER 4**

### **SUMMARY, CONCLUSION, AND RECOMMENDATIONS**

#### **4.1 INTRODUCTION**

In this chapter a summary of the different chapters' content is firstly presented. Subsequently, the conclusions relating to the research process are presented in order to determine whether the formulated goal and objectives of this study were achieved. Thereafter, conclusions and suggestions are made relating to the research findings based on the themes, sub-themes and categories derived from the story lines presented by the social workers working with children sentenced to compulsory residence. This is followed by the researcher applying the research findings to formulate recommendations for social work practice and for further and future research, before presenting the conclusion of the chapter.

#### **4.2 SUMMARY OF THE CHAPTERS**

In Chapter 1 the researcher focussed on the background, problem formulation, motivation for the study and the research question. The research goal and objectives were formulated, followed by an overview of the qualitative research approach and method, as well as ethical considerations applied in this research. Key concepts were contextualised to facilitate understanding of their use in this research.

In Chapter 2, the researcher provided a detailed description of the application of the research methodology, research designs and research method followed. In this study the researcher applied a qualitative research approach with explorative, descriptive and contextual, designs. Within the research method, the focus was on the target population, data collection process, data analysis and verification method and ethical considerations applied.

Chapter 3 provides information regarding the participants in this study and a detailed presentation of the research findings, based on the analysis of the data provided by the participants. In conducting a literature control, the researcher linked the research findings to literature which either confirmed or contradicted the research findings.

Chapter 4 provided the reader with a summary of the research report, conclusions pertaining to the research goal and objectives as well as the research findings. Thereafter, suggestions are formulated relating to the role and responsibilities of social workers working with children sentenced to compulsory residence. The chapter concludes with a discussion of the limitations of the study and recommendations with reference to social work practice and future research concerning working with children sentenced to compulsory residence.

#### **4.3 CHALLENGES AND LIMITATIONS TO THE STUDY**

The following problems were experienced in conducting the research and dealt with as indicated:

- The fact that the researcher is also a social worker and colleague of the participants may have influenced some of the participants. This matter was dealt with during the interviews by the researcher explaining and clarifying her role as researcher to participants and emphasising the application of the ethical considerations of anonymity and confidentiality.
- Despite accessing all literature sources available to her, the researcher found it challenging to obtain a range of diverse literature sources regarding social workers working with sentenced young people to draw on. This caused that in the case of some of the categories, a literature control could not be conducted as no literature relating to the matter concerned, could be obtained. However, this matter has been dealt with by the researcher noting and taking cognisance of the participants' views and story lines presented about it and dealing with it in the conclusions and recommendations made.
- In the absence of the pilot testing of the semi-structured interview guide, the researcher had to go back to the participants to do member checking and to explore the meaning of statements.

#### **4.4 CONCLUSIONS RELATING TO THE RESEARCH PROCESS**

Deduced from the study as a whole it is concluded that in executing the research process by addressing the research problem formulated into the research question, the research goal of this

study was achieved, and the necessary measures were identified to deal with the research problem (Hofstee, 2006:157).

The research problem that gave rise to this study states that social workers are unsure about their role and responsibilities when working with children sentenced to compulsory residence. Flowing from the problem statement, the research question for this study was formulated as follows: *“What are social workers’ perception of their roles and responsibilities when working with children sentenced to compulsory residency?”* Before embarking on the research process to find answers to the research question, the necessary research goal and objectives with which to achieve the goal, were formulated.

The research goal of the study was –

- To determine social workers’ perceptions of their roles and responsibilities in working with children sentenced to compulsory residence in CYCCs.

The objectives set in this study to achieve the research goal were as follows:

- To explore the social workers’ perceptions of their roles and responsibilities in working with children sentenced to compulsory residence in CYCCs.
- To describe as findings, the social workers’ perceptions of their roles and responsibilities in working with children sentenced to compulsory residence in CYCCs.
- To draw conclusions and make recommendations on the findings of the social workers’ perceptions of their roles and responsibilities in working with children sentenced to compulsory residence in CYCCs.

In executing the research objectives to achieve the research goal, the following task objectives were employed:

- To conduct semi-structured interviews aided by open ended questions contained in an interview guide, with the social workers.
- To explore and describe the perceptions of social workers working with children sentenced to compulsory residence in CYCCs, about their roles and responsibilities in working with these children.

- To sift, sort and analyse the data obtained according to the eight steps of qualitative data analysis constructed by Tesch in Creswell (2014:198).
- To describe the findings regarding the social workers' perceptions of their roles and responsibilities in working with children sentenced to compulsory residence in CYCCs.
- To interpret the data and conduct a literature control in order to verify the data.
- To draw conclusions and make recommendations regarding the social workers' perceptions of their roles and responsibilities in working with children sentenced to compulsory residence in CYCCs.

The intended result of the study in the form of the research goal or 'dream' that the researcher had with conducting the research, was achieved by taking the necessary steps in attaining the research objectives operationalized by the task objectives.

The research approach used in this study was qualitative in nature and the researcher was interested in understanding the processes and meanings gained through words, as expressed by the participants. Employing the qualitative approach, enabled the researcher to obtain an increasing understanding of the roles and responsibilities of social workers' working with children sentenced to compulsory residence in CYCCs and their perceptions about it.

As is fitting for a qualitative research project, a combined *exploratory, descriptive* and *contextual research design* was used in conducting the research. A research design focuses on the end product, it has a research problem as point of departure, and it centres on the logic of research. Social work research serves many purposes, which include explaining, exploring and describing the social issues attended to. The researcher used an exploratory research design to explore the perception of social workers regarding their roles when working with children sentenced to compulsory residence. Semi-structured interviews aided by open ended questions contained in an interview guide were used to collect data in order to explore, understand and describe the roles of social workers when working with children sentenced to compulsory residence. In terms of descriptive research, the researcher examined and explored the roles and responsibilities in working with children sentenced to compulsory residence in CYCCs accurately in order to describe it. By using a contextual design in this study, the researcher was able to explore the environment in which social workers working with children sentenced to compulsory residence in CYCCs, fulfil their roles and responsibilities in all its diversity,



since participants' behaviour can be linked to all aspects of their environment. The environment in which participants worked and its impact on the behaviour and conduct of the participants could be observed. The exploratory, descriptive and contextual research designs used in this study proved most suitable for the study because they enabled the researcher to explore, described and contextualise the roles and responsibilities of social workers working with children sentenced to compulsory residence.

The participants all had substantial experience working with children sentenced to compulsory residence. Participants were informed of the purpose of the study, and its aims and procedures beforehand. They were given a letter in which they were requested to participate. The required ethical considerations were kept in mind to ensure that the identity of participants would not be disclosed. Their informed consent was verified by signing consent forms. The confidentiality of participants was respected throughout the research process. The participants were assured that their identity would not be disclosed after completion of the semi-structured interviews.

In this study the participants formulated their own opinions when answering the questions on the semi-structured interview guide. The live semi-structured interviews gave the participants an opportunity to provide more details, which helped the researcher to obtain a better understanding of the difficulties and challenges experienced by the participants in their work with the children. One-to-one interviews were arranged with social workers in different provinces. This procedure minimised the potential of one participant influencing other participants. Participants were informed of their right to withdraw from the study at any time during the research process. After the data were collected and transcribed, but before it was analysed, the researcher confirmed the accuracy of the data with individual participants and requested their confirmation that it was a true reflection of the interview. This contributed towards validity and trustworthiness of the information received.

#### **4.5 CONCLUSIONS AND SUGGESTIONS RELATING TO THE RESEARCH FINDINGS**

Based on the research findings, the researcher concluded that the responsibilities of social workers working with children sentenced to compulsory residence entail that they should:

- assist children sentenced to compulsory residence to gain knowledge and develop attitudes and skills in becoming competent citizens;
- as case managers, oversee and co-ordinate all services rendered to children sentenced to compulsory residence; and
- facilitate and co-ordinate the implementation of IDPs of children sentenced to compulsory residence.

Based on the research findings and contributions of the participants, the researcher formulated the roles of social workers working with children sentenced to compulsory residence that they are responsible to:

- conduct an assessment of the child within 24 hours of the child's admission;
- work within a multi-disciplinary team;
- provide counselling and support to the children sentenced to compulsory residence and run structured group work programmes;
- involve the child's family in family group conferences to develop the child as an individual;
- liaise and work with stakeholders and other role players;
- conduct community outreach programmes on prevention and early intervention level;
- compile court reports and submit reports to managers or the presiding officer of the court;
- provide aftercare services to the child and family after the child has been released from the CYCC, when external social work services are not available;
- be involved in the re-integration of children into the family and community;
- ensure that families visit and maintain contact with their children;
- engage families through family group conferences or restorative programmes;
- where external social work services are not available, conduct home visits and link families to resources to reintegrate children back into the families and communities as responsible citizens;
- where external social workers are available, link with these social workers in rendering services to the family and preparation of re-integration after release;
- network with other role players to facilitate the re-integration process of children; and
- prepare the child, family and community for the child's release.

## **4.6 RECOMMENDATIONS**

Grounded on the presentation of the research findings and conclusions derived from this research, the following recommendations or suggestions for application of the research (Hofstee, 2006:159) are made for social work practice and for further and future research by social workers:

### **4.6.1 Recommendations for social work practice**

Based on the findings of the study the researcher formulated the following recommendations to advance the work of social workers working with children sentenced to compulsory residence:

1. In partnership with the social worker rendering reunification services, more family group conferencing sessions with specific reference to social work intervention with children sentenced and sessions need to be initiated as such meetings can prepare the children and family for their eventual release.
2. Social work intervention should include programmes for parents of children in compulsory residence. The development of parent support programmes by social workers rendering reunification services will assist the parents to understand the interventions in which the children need to take part and would prepare the parents for their role in re-integrating their child in the family situation and the community.
3. Aftercare services should be rendered to children who have completed their sentences. This will help children to deal with risk factors that may contribute to re-offending. The focus should be on children becoming balanced human beings who can successfully contribute as literate and skilled individuals in developing themselves, their families and communities.
4. The Department of Social Development, in consultation with relevant stakeholders, needs to develop and formalise norms and standards for sentence care programmes.
5. The Child Justice Act needs to be reviewed with regards to the issue of placing children sentenced to compulsory residence on parole or probation.

#### **4.6.2 Recommendations for further and future research**

Suggestions for further research should be substantial and would make a useful contribution to existing knowledge, if undertaken (Hofstee, 2006:162). Therefore, the researcher recommends the following in terms of further and future research pertaining to the role and responsibilities of the social worker working with children sentenced to compulsory residence:

1. Conducting a quantitative study, focused on the total population of all social workers working with children sentenced to compulsory residence, to verify the suggested roles and responsibilities of these social workers as formulated in this study.
2. Investigate the possibility of declaring social work with children sentenced to compulsory residence, as a speciality in social work in terms of section 17C(1) of the Social Service Professions Act, 1978 (Act No 110) of 1978, as amended (SACSSP, 1999:1-16).
3. Examine the advisability and impact of putting places of safety children and children in conflict with the law that are in the same CYCC, in separate dormitories.

#### **4.7 CONCLUSION OF THE CHAPTER**

This chapter comprises of the summary, conclusion, and recommendations of the research. A summary of the chapters is presented. This is followed by the conclusions relating to the research process which indicated that the goal and objectives of the study were achieved. Conclusions and suggestions were made relating to the research findings based on the themes, sub-themes and categories derived from the story lines presented by the participants in the interviews. Flowing from the conclusions, recommendations were made in terms of recommendations for social work practice and recommendations for further and future research.

## BIBLIOGRAPHY

Abdulai, R.T. & Owusu-Ansah, A. 2014. *Essential ingredients of a good research proposal for undergraduate and postgraduate students in the Social Sciences*. SAGE Open, 4(3): 1-15.

*Africa cares for Life*. (n.d.). Bright Star Life skills. [Online]. From: <https://africacaresforlife.org.za/bright-star-life-skills/> (Accessed on 8 September 2020).

*Age of criminal responsibility*. (n.d.). [Online]. From: <https://www.gov.uk/age-of-criminal-responsibility>. (Accessed on 10 February 2019).

Ahmed, A., Brohi, N.A. & Khuwaja, F. 2018. Organizational factors and organizational performance: A resource-based and social exchange theory viewpoint. *International Journal of Academic Research in Business and Social Sciences*, 8(3):579-599.

Armour, M. 2005. *Bridges to Life: Thematic analysis of offender responses to an in-prison restorative justice initiative*. [Online]. From: <https://socialwork.utexas.edu/projectsr0235/>. (Accessed on 8 September 2020).

Aspers, P. & Corte, U. 2019. What is qualitative research? .[Online].From: <https://link.springer.com/content/pdf/10.1007/s11133-019-9413-7.pdf> · (Accessed on 8 September 2019).

Babbie, E. & Mouton, J. 2008. *The practice of social research, South African edition*. Cape Town: Oxford University Press Southern Africa.

Badenhorst, C. 2011. *Overview of the implementation of the Child Justice Act, 2008 (Act 75 of 2008)*. Pinelands: Open Society Foundation for South Africa.

Begle, A.M, Lopez, C., Cappa, K, Dumas, J.E. & de Arellano, M.A. 2012. Ethnicity differences in child and parental outcomes following involvement in the PACE program. *Behaviour, Research and Therapy* 50(1):56-64.

- Bendle, M., Coetzee, L. & Frescura, L. 2010. *Project for Conflict Resolution and Development & Child Justice Act Guidelines*. Draft assistant probation officers' participant resource manual. Eastern Cape.
- Berlin Senate Department of Justice and Consumer Protection. 2015. *Prison System in Berlin*. [Online]. From: <http://www.berlin.de/justzvolzug> (Accessed on 26 August 2018).
- Bezuidenhout, C. & Joubert, S. (eds). 2003. *Child and youth misbehaviour in South Africa: A holistic view*. Pretoria: Van Schaik.
- Bezuidenhout C. & Joubert, S. (eds). 2008. *Child and youth misbehaviour in South Africa: A holistic view*. 2<sup>nd</sup> ed. Pretoria: Van Schaik.
- Bhattacharjee, A. 2012. *Social science research: Principles, methods, and practices*, 2<sup>nd</sup> ed. In F.L. Tampa & A. Bhattacharjee. (Textbooks Collection. Book 3). [Online]. From: [http://www.scholarcommons.usf.edu/oa\\_textbooks/3](http://www.scholarcommons.usf.edu/oa_textbooks/3). (Accessed on 20 November 2016).
- Biddle, B.J. 2000. *Recent developments in role theory*. Center for Research in Social Behavior, University of Missouri-Columbia.
- Birt, L., Scott, S. & Cavers, D. 2016. *Member Checking: A Tool to Enhance Trustworthiness or Merely a Nod to Validation?* [Online]. From: <https://www.journals.sagepub.com/doi/10.1177/1049732316654870>. (Accessed on 5 August 2020).
- Blanchfield, L. 2013. The United Nations Convention on the rights of the child. CRS Report for Congress 7-5700. (Accessed on 26 August 2020).
- Booyesen, P. & Stanforth, B. 2017. Counselling in social work: A legitimate role? *Aotearoa New Zealand Social Work*, 29(1):16-27.
- Bosasa Youth Development Centres. 2007. *Facilitator guide: Matrix Model for teens*. Krugersdorp: BOSASA Group.

Bosasa Youth Development Centres. 2010. *Programmes Manual*. Krugersdorp: BOSASA.

Bosasa Youth Development Centres. 2012. *Facilitator guide: Colour my world programme*. Krugersdorp: BOSASA Group.

Bosasa Youth Development Centres. 2014a. *Facilitator guide: 2 Be Me Programme*. Krugersdorp: BOSASA Group.

Bosasa Youth Development Centres. 2014b. *Facilitator guide: Bright Star Programme*. Krugersdorp: BOSASA Group.

Bosasa Youth Development Centres. 2015. *Facilitator guide: Step-Up Character Education Programme*. Krugersdorp: BOSASA Group.

Bosasa Youth Development Centres. 2016. *Facilitator guide: Aggressive Replacement Training Programme*. Krugersdorp: BOSASA Group.

Brammer, A. 2015. *Social work law*. Boston, MA: Pearson.

Branken, N. 1998. *Family Group Conferences in the context of juvenile justice transformation in South Africa*: [Online]. From: <http://www.users.iafrica.com/b/br/branken/RestorativeJusticeCentre.htm#Family>. (Accessed on 3 January 2015).

Breetzke, G.D. 2008. Geo-analysis of offenders in Tshwane: Towards an ecological theory of crime in South Africa. *South African Journal of Criminology*, 21(1): 123-143. [Online]. From: <http://www.upetd.up.ac.za/thesis/available/etd-01062009-141741/111/01chapters1-2.pdf>. (Accessed on 3 January 2019).

Bridges to Life Guide Star. 2017. *Non-profit Profile Charting Impact Report*. Houston, Texas. Bridges Fund Management.

Bryman, A., Bell, E., Hirschsohn, P., Dos Santos, A., Du Toit, J., Masenge, A., Van Aardt, I & Wagner, C. 2014. *Research methodology: Business and management contexts*. Cape Town: Oxford University Press.

Burns, N. & Grové, S.K. 2009. *The practice of nursing research: Appraisals, synthesis, and generation of evidence*. 6<sup>th</sup> ed. St. Louis, MO: Saunders/Elsevier.

Canada. 2002. *Criminal Justice Act* see [Online]. From:  
<https://www.laws-lois.justice.gc.ca/eng/acts/y-1.5/index.html>. (Accessed on 26 August 2019).

Cederbaum, J. & Klusaritz, H.A. 2009. Clinical instruction: Using the strengths-based approach with nursing students. *Journal of Nursing Education*. 48(8):422-428.

Child Justice Project. 2002. *A situational analysis of reform schools and schools of industry in South Africa*. [Online]. From:  
<http://www.pmg.org.za/docs/2003/appendices/030228situation.htm> (Accessed on 18 September 2017).

Chitembwe, A. 2006. *Juvenile Justice Administration in Zambia: How effective does it reach out to intended targets*. Lusaka: LLM dissertation. Lusaka: University of Zambia.

Clark, M.D. 2009. The strength-based perspective in criminal justice. In D. Saleebey. *The strength perspective in social work*. 5<sup>th</sup> ed. Boston: Pearson Education. ~~122-125~~.

Commission on Child Rights. 2009. *Promoting children's rights in the juvenile justice system in the Republic of Tajikistan: Evaluation of the Juvenile Justice Alternatives Projects*.

Convention on the Rights of the Child (CRC) 1989, (resolution 44/25), opened for signature 20 November 1989, entered into force 2 September 1990.

Cook, L. 2014. *Professional judgement in social work: Making sense of the initial home visit*. D.Phil. thesis, UK: University of East Anglia. Thesis – Doctoral.



Corbin, J & Strauss, A. 2008. *Basics of qualitative research: Techniques and procedures for developing grounded theory*. 3<sup>rd</sup> ed. Thousand Oaks, Calif: Sage.

*Correctional Service in Austria*. 2016. [Online]. From:  
[https://www.justiz.gov.at/.../correctional\\_services](https://www.justiz.gov.at/.../correctional_services). 2016. (Accessed on 28 June 2020).

*Country Report for Kenya*, February 2020. [Online]. From:  
<https://www.endcorporalpunishment.org/global-initiative-wins-the-bond-collaboration-award-2020/>. (Accessed on 31 July 2020).

Creswell, J.W. 2007. *Research design: Qualitative and mixed methods approaches*. 2<sup>nd</sup> ed. Thousand Oaks, CA: Sage Publishers.

Creswell, J.W. 2009. *Research design: Qualitative and mixed methods approaches*. 3<sup>rd</sup> ed. Thousand Oaks, CA: Sage Publishers.

Creswell, J.W. 2011. *Qualitative inquiry and research design*. 4<sup>th</sup> ed. Thousand Oaks, CA: Sage.

Creswell, J.W. 2013. *Research design: Qualitative, quantitative, and mixed methods approaches*. 2<sup>nd</sup> ed. Thousand Oaks, CA: Sage.

Creswell, J.W. 2014. *Research design: Qualitative, quantitative, and mixed methods approaches*. 4<sup>th</sup> ed. Thousand Oaks, California: Sage.

Dandurand, Y. Griffiths, C., Murdoch, D., & Brown, R. 2008. *Failed social re-entry factors behind conditional release. Violations, suspensions and revocations*. International Centre for Criminal Law Reform and Criminal Justice Policy. Canada: Vancouver.

De Beer, M. 2014. *Social cohesion: Concept and model developments*. Association of South African Social Work Education Institutions (ASASWEI) Conference, University of the Witwatersrand, Johannesburg, 9-10 June.

De Kock, D. 1999. *Child and youth care and social auxiliary work as occupational groups in the field of social welfare*. DLitt. et Phil. thesis. Johannesburg: Rand Afrikaans University.

De Kock, D. 2010. Voices of the youth: Factors contributing to bringing youth in conflict with the law. *Social Work Practitioner-Researcher*, 22(1):73-98.

Delap, E. & Wedge, J. 2016. *Guidelines on children's reintegration*. [Online]. From: <http://www.socialserviceworkforce.org/system/files/resource/files/GuidelinesonChildrensReintegration.pdf>. (Accessed on 8 September 2019).

Delobelle, P. 2013. The health system in South Africa. Historical perspectives and current challenges. In C.C. Wolhuter. (ed). *South Africa in Focus: Economic, Political and Social Issues*. NY: Nova Science Publishers.

Demers, J. 2008. *Character-building Activities: Teaching responsibility, interaction, and group dynamics*. USA: Human Kinetics.

Denzin, N.K. & Lincoln, Y.S. 2011. *The SAGE handbook of qualitative research*. Los Angeles, CA: SAGE.

Department of Correctional Services. 2018. *Annual report 2017/2018*. Pretoria: DCS.

Department of Justice and Constitutional Development. 2010. *Child Justice Act, 2008 (Act No 75 of 2008) National Policy Framework*. Pretoria: Department of Justice and Constitutional Development. Internal document.

Department of Justice and Constitutional Development. 2014. *Annual Departmental Report on the Implementation of the Child Justice Act, 2008 (Act 75 of 2008)*, Internal document.

Department of Social Development. 2008. *Manual on family preservation services*. Pretoria: Department of Social Development. Internal document.

Department of Social Development. 2010. *Blueprint, minimum norms and standards for secure care centres*. Pretoria: Department of Social Development. Internal document.

Department of Social Development. 2012a. *Assessment tool for children in alternative care*. Pretoria: Department of Social Development. Internal document.

Department of Social Development. 2012b. *Guidelines on family reunification services for families*. Pretoria: Department of Social Development. Internal document.

Department of Social Development. 2015a. *Policy on sentence of compulsory residence in Child and Youth Care Centres*. Pretoria: Government Printer. Internal document.

Department of Social Development. 2015b. *Reviewed Minimum Norms and Standards for Diversion*. Pretoria: Government Printer. Internal document.

Department of Social Development. 2018. *The re-integration and after care strategy for probation services*. Pretoria: Government Printer. Internal document.

De Vos, A.S., Strydom, Schulze, S. & Patel, L. 2011. The sciences and the profession. In De Vos A.S., Strydom, H., Fouché C.B. and Delport C.S.L. *Research at the grass roots for the social sciences and human service professions*. 4<sup>th</sup> ed. Pretoria: Van Schaik Publishers: 5-6.

Dialogue on youth and justice. 2007. [Online]. From: <https://sites.google.com/site/courtcivics/toolkit/street-law/dialogue-youth-justice>. (Accessed on 3 March 2019).

Doolan, M. 2011. Changing the face of welfare. *Ontario Association of Children's Aid Societies*, 56(4):15-23.

Du Bois, B. & Miley, K.K. 2011. *Social Work: An empowering profession*. 7<sup>th</sup> ed. Boston, MA: Allyn & Bacon.

Du Toit, C. 2006. A measure of last resort? Child offenders and life imprisonment. *SA Crime Quarterly-Volume 2006, Issue 17, September 2006*, 17: 13-18.

Elliott, D.S., Hamburg, B.A., & Williams, K.R. 1998. *Violence in American schools*. New York: Cambridge University Press.

Engel, R.J., & Schutt, R.K. 2013. *The practice of research in social work*. 3<sup>rd</sup> ed. Thousand Oaks, CA: SAGE Publications, Inc.

Erooga, M., & Masson, H. 2006. *Children & young people who sexually abuse others: Current developments and practice responses*. UK: Routledge.

Fouché, C.B. & Delpont, C.S.L. 2011a. Introduction to the research process. In A.S. De Vos, H. Strydom, C.B. Fouché, & C.S.L. Delpont. (eds). 2011. *Research at grass roots for the social sciences and human services professions*. 4<sup>th</sup> ed. Pretoria: Van Schaik. 61-76.

Fouché, C.B. & Delpont, C.S.L. 2011b. Writing the research proposal. In A.S. De Vos, H. Strydom, C.B. Fouché, & C.S.L. Delpont. (eds). 2011. *Research at grass roots: For the social sciences and human services professions*. 4<sup>th</sup> ed. Pretoria: Van Schaik. 101-112.

Fouché, C.B., Delpont, C.S.L. & De Vos, A.S. 2011. Quantitative research designs. In A.S. De Vos, H. Strydom, C.B. Fouché & C.S.L. Delpont (eds). *Research at grass roots: For the social sciences and human service profession*. 4<sup>th</sup> ed. Pretoria: Van Schaik. 142-143.

Fouché, C.B. & De Vos, A.S. 2011. Formal formulations. In A.S. De Vos, H. Strydom, C.B. Fouché, & C.S.L. Delpont. (eds). 2011. *Research at grass roots: For the social sciences and human services professions*. 4<sup>th</sup> ed. Pretoria: Van Schaik. 89-99.

Fouché, C.B. & Schurink, W. 2011. Qualitative research designs. In A.S. De Vos, H. Strydom, C.B. Fouché, & C.S.L. Delpont. (eds) 2011. *Research at grass roots: For the social sciences and human services professions*. 4<sup>th</sup> ed. Pretoria: Van Schaik. 307-327.

Fulcher, L & Garfat, T, 2015. *Child and youth care practice with families*. Cape Town: CYC-Net Press.

Fusch, P.I. & Ness, L.R. 2015. Are we there yet? Data saturation in qualitative research. *The Qualitative Report*, 20(9):1408-1416.

Gallinetti, J. 2009. *Getting to know the Child Justice Act*. Bellville, Western Cape: University of the Western Cape, Community Law Centre.

- Gallinetti, J., Kassan, D. & Ehlers, L. 2006. *Child justice in South Africa: Children's rights under construction*. Newlands: Open Society Foundation for South Africa and the Child Justice Alliance.
- Gardner, M., & Toope, D. 2011. A social justice perspective on strengths-based approaches: Exploring educators' perspectives and practices. *Canadian Journal of Education*, 34(3): 86-102.
- Geldard, K. & Geldard, D. 2010. *Counselling adolescents: The proactive approach for young people*. 3<sup>rd</sup> ed. Los Angeles, CA: Sage.
- Giles, R. 2014. Social workers' perceptions of multi-disciplinary teamwork: A case study of health social workers at a major regional hospital in New Zealand. *Aotearoa New Zealand Social Work*, 28(1):25-33.
- Glaser, C. 2000. *Bo-Tsotsi: The youth gangs of Soweto, 1935-1976*. Portsmouth, NH: Heinemann.
- Global Initiative to end all corporal punishment of children. 2020. *Country Report for Kenya*, February. [Online]. From: <https://www.endcorporalpunishment.org/global-initiative-wins-the-bond-collaboration-award-2020/>. (Accessed on 31 July 2020). (Accessed on 26 August 2020).
- Goldstein, A.P., Nensèn, R., Daleflod, B., & Kalt, M. 2005. *New perspectives on aggression replacement training: Practice, research and application*. New Jersey, USA: John Wiley.
- Gower, D & Plenty, J. 2015. "Preventing youth offending through social work". [Online]. From: <https://www.essaycompany.com/essays/social-work/280>. (Accessed on 28 June 2017).
- Grant, C. & Osanloo, A. 2014. Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your "house". *Administrative Issues Journal: Connecting Education, Practice, and Research*, 4(2):12-26.

Gravetter, FJ & Forzano, LB. 2012. *Research Methods for the Behavioral Science*. Canada: Wadsworth Engage Learning.

Greeff, M. 2011: Writing the research proposal. In A.S. De Vos, H. Strydom, C.B. Fouché & C.S.L. Delpont (eds). *Research at grass roots: For the social sciences and human service professions*. 4<sup>th</sup> ed. Pretoria: Van Schaik.341-375.

Grewcock, M. 2009. Detention, punishment and children's rights: An Australian snapshot. *The Howard Journal*, 48(4):388-400.

Griffiths, G. & Norris G. 2019. Explaining the crime drop: Contributions to declining crime rates from youth cohorts since 2005. *Crime, Law and Social Change*, 73: 25-53.

Grove, S.K., Burns, N. & Gray, J.R. 2013. *The practice of nursing research*. Missouri: Elsevier.

Guba, E.G. 1981. Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Communication and Technology Journal*, 29(2):75- 91.

Guba, E.G. & Lincoln, Y.S. 1982. *Establishing dependability and confirmability in naturalistic inquiry through an Audit*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY. [Online]. From <http://www.eric.gov/PDFS/ED216019.pdf>. (Accessed on 2 February 2019).

*Guidelines Manual on Juvenile Justice Best Practices - An Evidence-Based Approach to the Justice Reforms in Kenya*. 2016. CESVI European Union.

Gxubane, T. 2008. Probation officers in the child justice system, *In Institute of Security Studies SA Crime Quarterly*, Volume 25, September. 11-16.

Hammond, W. 2010. *Principles of strength-based practice*. [Online]. From: <http://www.ayscbc.org/PrinciplesofStrength-2.pdf>. (Accessed on 2 February 2019).

Hartell, C., & Bosman, L. 2016. Beplanning van 'n navorsingvoorstel vir nagraadse studie. In *Navorsing: 'n gids vir die beginner navorser*, edited by I. Joubert, C. Hartell, & K. Lombard, Pretoria: Van Schaik Uitgewers: 19-72.

Hennink, M., Hutter, I. & Bailey, A. 2011. *Qualitative research methods*. Thousand Oaks, CA: Sage.

Heyns, Y. 2015. *The ECO-MACH framework and protocol for managing children with mental health issues in alternative care facilities*. 1<sup>st</sup> ed. Pretoria: Kwarts.

Hofstee, E. 2006. *Constructing a good dissertation*. Johannesburg: EPE.

Holloway, I. & Galvin, K. 2017. *Qualitative research in nursing and healthcare*. 4<sup>th</sup> ed. Iowa: Wiley Blackwell Publishing.

Holloway, I. & Wheeler, S. 2010. *Qualitative research in nursing and healthcare*. 3<sup>rd</sup> ed. Oxford: Wiley-Blackwell.

Holmboe, M. 2017. Norwegian youth punishment- opportunity or trap? *Berge Journal of Criminal Justice*, 5(1):37-58.

Howe, D. 2009. *A brief introduction to social work theory*. Hampshire: Palgrave Macmillan.

IFSW. 2012. *Definition of social work*. [Online]. From: <http://www.ifsw.org/policies/definition-of-social-work/>. (Accessed on 20 November 2013).

IFSW. 2014. *Global Definition of the Social Work Profession*. [Online]. From: <http://www.ifsw.org/policies/definition-of-social-work/>. (Accessed on 26 August 2020).

Igwenagu, C. *Fundamentals of research methodology and data collection*. Nigeria: University of Nigeria, Nsukka.

International Bureau for Children's Rights. 2010. *Children and armed conflict. A guide to International Humanitarian and Human Rights Law*. [Online]. From: [http://www.ibcr.org/editor/assets/Conflict\\_Eng.pdf](http://www.ibcr.org/editor/assets/Conflict_Eng.pdf). (Accessed on 16 June 2015).

International NGO. Council on Violence Against Children. 2013. *Creating a non-violent juvenile justice system. Report 2013*. [Online]. From: <http://www.crim.org/violence/NGOs>. (Accessed on 27 January 2019).

Jamieson, L. 2013. *Children's Act Guide for Child and Youth Care Workers*. 2<sup>nd</sup> ed. Cape Town: Children's Institute, University of Cape Town.

Johnson, B. 2013. *Lemon leadership*. 2<sup>nd</sup> ed. New Holland Publishing: Cape Town.

Johnson, J, Adkins, D & Chauvin, S. 2020. A Review of the Quality Indicators of Rigor in Qualitative Research. *American Journal of Pharmaceutical Education*, 84(1):138-146.

Johnson, L.R. & Quan-Baffour, K.P. 2015. *The African philosophy of "Ubuntu" and correctional education in South Africa: A case study*. 38<sup>th</sup> ed. African Studies Association of Australasia and the Pacific (AFSAAP) Annual Conference, Melbourne.

Jones, D.C. 2013. *Work, injury, and depression: The influence of work status on depressive symptoms for those recovering from musculoskeletal injury*. PhD. thesis. Edmond: Alberta: University Press.

Kail, R.V. & Cavanaugh, J.C. 2016. *Human development. A life-span view*. 7<sup>th</sup> ed. Boston, MA: Cengage Learning.

Karoll, B.R. 2010. Applying social work approaches, harm reduction, and practice wisdom to better serve those with alcohol and drug use disorders. *Journal of Social Work*, 10(3):263–281.

Kaunitz, C., Andershed, A.K., Brännström, L. & Smedslun, G. 2010. *Aggression Replacement Training (ART) for reducing antisocial behaviour in adolescents and adults*. [Online]. From: <http://www.archive/campbellcollaboration.org/lib/download/1041/kaunitz/aggressionreplacementtrainingprotocol>. (Accessed on 16 June 2016).



Kenya. *Children and Young Person's Act 1963. Act. Cap. 141*. National Council for Law Reporting. [Online]. From: <http://www.kenyalaw.org/ChildrenandYoungPersonCap.141>. (Accessed on 11 November 2019).

Kenya. 2012. *Probation of Offenders Act No. 29 of 1943*. Revised Edition 2012. National Council of Law. [Online]. From: <http://www.kenyalaw.org>. (Accessed on 11 November 2019).

Kimberley, D. & Osmond, L. 2011. Role theory and concepts applied to personal and social change in social work treatment. In: Turner, F. J. (ed.), *Social work treatment: Interlocking theoretical approaches*. 5<sup>th</sup> ed. New York: Oxford University Press.

Kivunja, C. 2018. Distinguishing between theory, theoretical framework, and conceptual framework: A systematic review of lessons from the field. *International Journal of Higher Education*. 7(6):44-53.

Kleinhans, L.A. 2013. *The views of social workers on diversion programs for male juvenile delinquents*. Master's thesis, Stellenbosch: University of Stellenbosch.

Krefting, L. 1991. Rigor in qualitative research: The assessment of trustworthiness. *American Journal of Occupational Therapy*, 45(3):214-222.

Kumar, R. 2011. *Research Methodology: A Step-by-Step Guide for Beginners*. 3<sup>rd</sup> ed. New Delhi: Sage.

Landsdown, G. 2011. *Every child's right to be heard*. UK: Save the Children.

Law Commission. 2015. *Sentencing law in England and Wales. Legislation currently in force*. Part 3.2-Custodial penalties.

Leedy, P.D. & Ormrod, J.E. 2010. *Practical research: Planning and design*. 9<sup>th</sup> ed. Boston, MA: Pearson Education.

- Lelekov, V.A. & Kosheleva, E.V. 2008. *On the prevention of juvenile crime*. Russian Education and Society, 50(9):68-83. [Online]. From: <http://www.dx.doi.org/10.2753/RES1060-9393500905>. (Accessed on 30 January 2019).
- Leskosek, V. (ed). 2009. *Theories and methods of social work: Exploring different perspectives*. Ljubljana: University of Ljubljana, Faculty of Social Work.
- Major, D.A. 2003. Utilizing role theory to help employed parents cope with children's chronic illness. *Health Education Research*, 18(1):45-57.
- Malatji, H. & Dube, N. 2015. Experiences and challenges related to residential care and the expression of cultural identity of adolescent boys at a child and youth care. *Social Work/ Maatskaplike Werk*, 53(1):123.
- Maree, K. 2010. *First steps in research*. Pretoria: Van Schaik.
- Martin, D.D. & Wilson, J.L. 2005. Role theory. In G. Ritzer (ed). *Encyclopaedia of social theory, Volume II*. Thousand Oaks – London – New Delhi: Sage Publications.
- McCaskey, W. 2008. *The Strengths Approach*. Victoria: St. Luke's Innovative Resources.
- McCormick, C. 2011. *Save the Children works in more than 120 countries. We save children's lives. We fight for their rights. We help them fulfil their potential*. London: Save the Children.
- McLeod, J. 2013. *An introduction to counselling*. Maidenhead, Berkshire: Open University Press.
- Merrett, C. 2011. Detention without trial in South Africa: The abuse of human rights as state strategy in the late 1980's. *Africa Today*, 37(2):53-66.
- Messmer, H. & Ou, H. 1992. *Restorative Justice: Steps on the way toward a good idea", restorative justice on trial*. Dordrecht: Kluwer Academic Publishers.

Min, T. 2011. The client-centred integrative strengths-based approach: Ending longstanding conflict between social work values and practice. *Canadian Social Science*, 7(2):15-22.

Ministry of Justice. 2016. *Youth Justice Board for England and Wales, Statistics bulletin 2014/15* [Online]. From: <https://www.gov.uk/government/statistics/youthjusticeannualstatistics2014to2015>. (Accessed on 26 August 2020).

MIT Study Finds. *Boston Daily*, 6 November. [Online]. From: <https://www.bostonmagazine.com/news/2015/06/11/juveniledetentionmitstudy/>. (Accessed on 26 August 2020).

Monette, D.R., Sullivan, T.J. & De Jong, C.R. 2011. *Applied social research: A tool for the human services*. 8<sup>th</sup> ed. Belmont, CA: Brooks/Cole, Cengage Learning.

Moriarty, J., Baginsky, M. & Manthorpe, J. 2015. *Literature review of roles and issues within the social work profession in England*. London: King's College. [Online]. From: <http://www.socialserviceworkforce.org/system/files/resource/files/LiteratureReview.pdf>. (Accessed on 6 June 2016).

Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. 2002. Verification strategies for establishing reliability and validity in qualitative research. *International Journal of Qualitative Methods*, 13–22.

Mosoma, Z. 2014. *The formulation of the manual on family preservation services in South Africa and the experiences of social workers regarding the formulation and implementation thereof*. D.Phil. Thesis, Pretoria: University of Pretoria.

Mugerwa, P. 2010. *Challenges of rehabilitating juvenile delinquents in Uganda: A case study of Kampiringisa National Rehabilitation Centre and Naguru Remand Home*. MA thesis, Kampala: University of Makerere.

Mumba, D. 2011. *The juvenile criminal justice system in Zambia Vis-A-Vis the International protection of children's rights*. Lusaka: LLM. dissertation. University of Zambia.

Muntingh, L. 2010. *Policy issues in child justice*. [Online]. From: <http://www.issafrica.org/crimehub/uploads/CICH7.pdf>. (Accessed on 14 September 2015).

Muntingh, L & Ballard, C. 2012. *Children in Prison in South Africa*. Community Law Centre: University of the Western Cape.

Muyobela, T.A. & Strydom, M. 2017. The rehabilitation of incarcerated child offenders: challenges faced by social welfare officers in Zambia. *Social Work/Maatskaplike Werk*, 53(4):540-562.

Namibia. 2010. *Namibia's Constitution of 1990 with Amendments through 2010*. [Online]. From: <http://extwprlegs1.fao.org/docs/pdf/nam132825.pdf>. (Accessed on 26 August 2020).

Namibia. 2014. *Namibian Constitution Third Amendment Act 8 of 2014*. [Online] From: <https://www.laws.parliament.na/cmsdocuments/namibia> (Accessed on 26 August 2020).

Namibia. 2015. *Child care and Protection Act 3 of 2015*. [Online] From: <https://www.laws.parliament.na/cmsdocuments/child-care-and-protection72c24aac08.pdf>. (Accessed on 26 August 2020).

National Association of Social Workers. 2003. *NASW standards for continuing professional education*. Washington, DC: NASW. [Online]. From: <https://www.socialworkers.org/practice/standards/naswcontinuingstandards.pdf>. (Accessed on 29 September 2015).

National Research Council. 1998. *Violence in Families: Assessing Prevention and Treatment Programs*. Washington, DC: The National Academies Press.

Neuman, W.L. 2006. *Social research methods: qualitative and quantitative approaches*. Boston: Allyn and Bacon.

Neuman, W.L. 2012. *Basics of social research: Qualitative and quantitative approaches*. 3<sup>rd</sup> ed. Boston: Pearson Education Limited.

Neuman, W.L. 2014. *Basics of social research: Qualitative and Quantitative Approaches*. 7<sup>th</sup> ed. Essex: Pearson Education Limited.

NICRO. 2015. *Families of the incarcerated... "The forgotten...in the crime saga?"* [Online]. From: <http://www.cplo.org.za/wpcontent/uploads/2015/05/NICROVP13.pdf>. (Accessed on 2 February 2019).

Oliver, C. 2010. *Children's views and experiences of their contact with social workers: A focused review of the evidence. Report*, 1-39. Leeds: Children's Workforce Development Council.

Omar, S.B. 2010. *A study of child-on-child sexual abuse of children under 12 years*. PhD. thesis. University of Johannesburg: Department of Social Work.

O'Reilly, M., & Parker, N. 2012. Unsatisfactory saturation: A critical exploration of the notion of saturated sample sizes in qualitative research. *Qualitative Research Journal*, 1-8.

Oun, M.A. & Bach, C. 2014. Qualitative research method summary. *Journal of Multidisciplinary Engineering Science and Technology (JMEST)*, 1(5):252-258, December.

Padgett, D.K. 2008. *Qualitative methods in social work research*. 2<sup>nd</sup> ed. California: Cengage Learning.

Palaganas, E.C., Sanchez, M.C., Molintas, M. & Caricativo, R. 2017. Reflexivity in qualitative research: A journey of learning. *The Qualitative Report*, 22(2):426-438.

Parmar, A. 2014. Methods of Social Work and Its Role in Understanding Team Climate and Team Effectiveness for Organizational Development. *Journal of Sociology and Social Work March 2014, Volume. 2, No. 1: 303. ISSN: 2333-5807*. American Research Institute for Policy Development.

Patterson, E. 2018. *The Matrix model*. Drug Abuse.com. [Online]. From: <http://www.drugabuse.com/treatment> . (Accessed on 25 November 2018).

Patton, M. 1990. *Qualitative evaluation and research methods*. 2<sup>nd</sup> ed. Newbury Park, CA: Sage Publications.

Paul, R. & Elder, L. 2008. Defining critical thinking. In R. Paul & L. Elder. *The miniature guide to critical thinking concepts and tools*. Foundation for Critical Thinking Press.  
[Online]. From: <http://www.criticalthinking.org/pages/definingcriticalthinking/410>.  
(Accessed on 9 June 2016).

Pelikan, C. 1991. Conflict resolution between victims and offenders in Austria and in the Federal Republic of Germany. In Heidensohn, F. & Farrell, M. (eds). *Crime in Europe*. Routledge, London. 151-171.

Polit, D.F. & Hungler, B.P. 1999. *Nursing research: Principles and methods*. 6<sup>th</sup> ed. Philadelphia: J.B. Lippincott Company.

Prasad, G.V. 2013. *Health problems of industrial working women in Ernakulam district: An economic evaluation*. DPhil. thesis, Mahatma Gandhi University: Kottayam.

Reiter, B. 2017. *Theory and methodology: Exploratory social science research*. Government and International Affairs Faculty Publications.

Research Ethics Board. 2017. *Guidelines on anonymity and confidentiality in research*. Canada: Ryerson University.

Roberts, K. 2009. *Key concepts in sociology*. New York: Palgrave Macmillan.

Roestenburg, W.J.H. & Oliphant, E. 2008. *Programme needs of children in conflict with the law*. Pretoria: Department of Social Development, Gauteng Research Unit for Children Strategy.

Roestenburg, W.J.H. & Oliphant, E. 2018. The treatment and management of young sex offenders programme. Krugersdorp: Bosasa Youth Development Centres.

- Rossmann, G.B. & Rallis, S.F. (2012). *Learning in the field: An introduction to qualitative research*. London: SAGE.
- Rubin, A. & Babbie, E.R. 2010. *Essential research methods for social work*. 2<sup>nd</sup> ed. Belmont, CA: Brooks/Cole Cengage Learning.
- Ruparanganda, B. & Ruparanganda, L. 2016. Reformation in Zimbabwe's juvenile justice system. *African Journal of Social Work*, 6(1):7-13.
- Ryan, L. 2016. *Long-term care ombudsman programs: Opportunities for collaboration*. [Online]. From: <https://www.pasrrassist.org/sites/default/files/attachments/OmbudsmanProgramsRyan382016.pdf>. (Accessed on 11 November 2017).
- SACSSP, 1999. *Social Service Professions Act, 1978 Regulations and Rules: Manual*. 3<sup>rd</sup> ed. Pretoria: SACSSP.
- Samaroo, M. (n.d.). *How to write a court report*. [Online]. From: <https://www.work.chron.com/write-court-report-20488.html>. (Accessed on 27 January 2019).
- Sarantakos, S. 2005. *Social research*. 3<sup>rd</sup> ed. Palgrave: Macmillan.
- Sarri, R.C. & Shook, J.J. 2005. The future for social work in juvenile and adult criminal Justice. *Advances in Social Work*, 6(1):210-220.
- Saunders, M. & Lewis, P. 2012. *Doing research in business & management: An essential guide to planning your project*. Harlow: UK Pearson.
- Schenk, R. Mbedzi, P. Qalenge, L, Schultz, P, Sekudu, J & Sesoko, M. 2017. *Introduction to Social Work in the South African context*. Cape Town: Oxford University Press.

Schurink, W. Fouché, C.B. & De Vos, A.S. 2011. Qualitative data analysis and interpretation. In A.S. De Vos, H. Strydom, C.B. Fouché & C.S.L. Delport (eds.). *Research at grass roots for the social sciences and human service professions*. 4<sup>th</sup> ed. Pretoria: Van Schaik. 397-423.

Shane, P. G. 2007. The effects of incarceration on children and families. *Child Welfare*, 1:3-11.

Singh, A. & Singh, V. 2014. A review of legislation pertaining to children, with particular emphasis on programmes offered to children awaiting trial at secure care centres in South Africa. *Social Work / Maatskaplike Werk*, 50(1):99-115.

Singh, M. 2019. *Do we need to perform a pilot study in qualitative research? if yes, how?* [Online]. From: <https://www.researchgate.net/post/Downeedtoperformapilotstudyinqualitativeveresearchifyeshow/5dde17a2c7d8ab16ea05e237/citation/download>. (Accessed on 5 August 2020).

Skelton, A. 2004. *The influence of the theory and practice of restorative justice in South Africa with special reference to Child Justice*. D.Phil. thesis, Pretoria: Faculty of Law, University of Pretoria.

Skelton, A. & Potgieter, H. 2002. Juvenile Justice in South Africa, in Winterdyk, J (ed.). *Juvenile Justice Systems: International Perspectives*. Canadian Scholars' Press.

Skelton, A. & Tshehla, B. 2008. *Child justice in South Africa*. Institute for Security Studies Monographs, 150:1-72.

Smith, A. 2013a. *Residents of a domestic violence shelter: a needs assessment for post-shelter living*. Senior Honours Thesis. Paper 363. Eastern Michigan University. [Online]. From: <http://www.commonsonline.org/honors/363>. (Accessed on 14 August 2015).

Smith, E.E. 2013b. *Risk assessment of child offenders: A South African social work perspective*. Master's thesis. Pretoria, University of South Africa.



Smith, L. 2014. Historiography of the South African social work: Challenging dominant discourses. *Social work/Maatskaplike Werk*, 50(3): 305-331.

Smith, M., Fulcher, L. & Doran, P. 2013. *Residential childcare in practice: Making a difference*. United States of America: The Policy Press.

South Africa. 1977. *Criminal Procedures Act 51 of 1977*. Pretoria: Government Printer.

South Africa. 1983. The Child Care Act, Act 74 of 1983. [Online]. From: [http://www.ci.uct.ac.za/sites/default/files/image\\_tool/images/367/childrens\\_act/salrc/08dp103ch6.pdf](http://www.ci.uct.ac.za/sites/default/files/image_tool/images/367/childrens_act/salrc/08dp103ch6.pdf). (Accessed on 6 October 2020).

South Africa. 1991. *Probation Services Act 116 of 1991*. 29 April 1994:1-12. Pretoria: Government Printer.

South Africa. 1996. *The Constitution of the Republic of South Africa as adopted by the Constitutional Assembly on 8 May 1996 and as amended on 11 October 1996*. Pretoria: Government Printer.

South Africa. 1996. *Inter-Ministerial Committee on Young People at risk: Interim Policy Recommendations for the Transformation of the Child and Youth Care System*. Pretoria: Department of Social Development.

South Africa. 1998. *Inter-Ministerial committee on young people at risk. Minimum standards: South African child & youth care system*. Pretoria: Department of Social Development.

South Africa. 1998. *Correctional Services Act, no 111 of 1998*. [Online]. From: <http://www.dcs.gov.za/.../2016/08/DCS-Act-111-of-2008.pdf>. (Accessed on 26 August 2019).

South Africa. 2000. *The transformation of the South African child and youth care system: An intersectoral policy*. Final Draft, May.

- South Africa. 2005. *Children's Act 38 of 2005*. [Online]. From: <https://www.justice.gov.za/legislation/acts/2005childrensact.pdf>. (Accessed on 26 August 2019).
- South Africa. 2006. Children's Act (Act No 38) of 2005. *Government Gazette*, 492(28944), June 19:1-217. Pretoria: Government Printer.
- South Africa. 2007. *Children's Act 38 of 2005*, as amended. Pretoria: Government Printer.
- South Africa. 2007. *Children's Amendment Act, 41 of 2007*. *Government Gazette*, March 18:1-59. Pretoria: Government Printers.
- South Africa. 2008. *Child Justice Act (Act No. 75 of 2008)*. *Government Gazette*, 492(32225), June 19:1-188. Pretoria: Government Printers.
- South Africa. 2010. *Child Justice Act and Regulations*. [Online]. From: <https://www.justice.gov.za/legislation/acts/2008-075childjustice.pdf> . (Accessed on 27 January 2019).
- South Africa. 2014. *Children's Act 38 of 2005 & Regulations*. 5<sup>th</sup> ed. Claremont, Cape Town: Juta Law.
- South Africa. 2017. *Quarterly Labour Force Survey, Quarter 1:2017*. Pretoria:
- Statssa.[Online]. From: <https://www.statssa.gov.za/publication/P02111stQuater2017.pdf> (Accessed on 27 January 2019).
- Stangor, C. 2015. *Research methods for the behavioral Sciences*. 5<sup>th</sup> ed. Thousand Oaks CA: Cengage.
- Steyn, M., Badenhorst, J., & Kampher, G. 2010. Our voice counts: adolescents' views on their future in South Africa. *Education*, 30 (2):169-188.

Strydom, H. 2005. Ethical aspects of research in the social sciences and human service professionals. In De Vos, A.S., Strydom, H., Fouché, C.B. & Delport, C.S.L. 2005. *Research at grass roots: for the social sciences and human services professions*. 3<sup>rd</sup> ed. Pretoria: Van Schaik Publishers:58.

Strydom, H. 2011a. Sampling in the quantitative paradigm. In A.S. De Vos, H. Strydom, C.B. Fouché & C.S.L. Delport (eds). *Research at grass roots for the social sciences and human service professions*. 4<sup>th</sup> ed. Pretoria: Van Schaik, 222-234.

Strydom, H. 2011b. Ethical aspects of research in the social sciences and human service professions. In A.S. De Vos, H. Strydom, C.B. Fouché & C.S.L. Delport (eds). *Research at grass roots for the social sciences and human service professions*. 4<sup>th</sup> ed. Pretoria: Van Schaik, 113-130.

Strydom, H. 2011c. Single system design. In A.S. De Vos, H. Strydom, C.B. Fouché & C.S.L. Delport. (eds). *Research at grass roots for the social sciences and human service professions*. 4<sup>th</sup> ed. Pretoria: Van Schaik, 159-170.

Strydom, H. & Delport, C.S.L., 2011. Sampling and pilot study in quantitative research paradigm. In A.S. De Vos, H. Strydom, C.B. Fouché & C.S.L. Delport. *Research at the grass roots for the social sciences and human service professions*. 4<sup>th</sup> ed. Pretoria: Van Schaik, 390-396.

Sweeney, C. 2015. Juvenile detention drives up adult incarceration rates, MIT study finds. *Boston Daily*, 6 November. [Online]. From: <https://www.bostonmagazine.com/news/2015/06/11/juveniledetentionunitstudy> (Accessed on 30 July 2020).

Teater, B. 2015. *Social work theories*. USA: City University of New York: College of Staten Island.

Thesen, E.J. 2014. *Challenges faced by child and youth care workers with regard to discipline of children with challenging behaviour in residential CYCC*. MA (CFS). dissertation, Cape Town: University of the Western Cape.

Turner, F.J. 2017. *Social work treatment, interlocking theoretical approaches*. 6<sup>th</sup> ed. Oxford, New York: Oxford University Press.

United Kingdom. 2000. *Criminal Justice and Court Services Act 2000*. [Online]. From: <https://www.legislation.gov.uk/ukpga/2000/43/pdfs>. (Accessed on 26 August 2020).

*United Nations and Human Rights, 1945-1995*. 1995. Department of Public Information, United Nations: New York.

Umbreit, M.S. & Armour, M.P. 2011. *Restorative justice dialogue: An essential guide for research and practice*. New York: Springer Publishing Company.

UNCRC. 1989. *Convention on the Right of the Child*. [Online]. From: <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>. (Accessed on 26 August 2020). (See also) Convention on the Rights of the Child (CRC) 1989, (resolution 44/25), opened for signature 20 November 1989, entered into force 2 September 1990.

UNICEF. n.d. *Justice for children: Detention as a last resort*. [Online]. From: <https://www.unicef.org/protection/files/JusticeforChildrenDetention>. (Accessed on 29 September 2016).

UNICEF. 2006. *Children in conflict with the law*. [Online]. From: <http://www.unicef.org/chinese/protection/files/ConflictwiththeLaw.pdf>. (Accessed on 29 September 2016).

UNICEF. 2013. *The role of social work in juvenile justice*. Geneva: UNICEF.

UNICEF. 2017. *Lesotho's Country Programme Document*. Report. [Online]. From: <https://www.unicef.org/publications/files/UNICEFAnnualReport2017.pdf>. (Accessed on 6 February 2019).

United Nations, General Assembly. 1989. *Convention on the Rights of the Child (CRC)*. Resolution 44/25 of 10 November 1989. New York: United Nations.

United Nations, General Assembly. 2007. *Committee on the rights of the child*. Forty-fourth session. Geneva: United Nations.

Department of Public Information *United Nations and Human Rights*, 1945-1995. 1995., United Nations: New York.

United States Department of Justice. 2015. *Office of Justice Programs Bureau of Justice Statistics*. [Online]. From: <https://www.ojp.gov/about/offices/bureau-justice-statistics-bjs>. (Accessed on 26 August 2019).

United Nations Office on Drugs and Crime. 2013. *Violence against children in the criminal justice system*. [Online]. From: <https://www.unodc.org/unodc/en/frontpage/2013/April/violence-against-children-in-the-criminal-justice-system.htmls>. (Accessed on 20 July 2018).

UNODC. 2013. *World drug report*. [Online]. From: [https://www.unodc.org/unodc/secured/wdr/wdr2013/World Drug Report 2013.pdf](https://www.unodc.org/unodc/secured/wdr/wdr2013/World%20Drug%20Report%202013.pdf). (Accessed on 26 August 2020).

USAID. 2015. *Promoting family-based care in Cambodia: evaluation of childcare reform projects*. USA: USAID.

Van den Eynden, V., Corti, L., Woollard, M. Bishop, L. & Horton, L. 2011. *Best practices for researchers*. UK, Essex: University of Essex.

Van de Sande, A., & Schwartz, K. 2011. *Research for social justice: A community-based approach*. Halifax, NS: Fernwood Publishing.

Van Eeden, C.R. 2013. *An analysis of the legal response to children who commit serious crimes in South Africa*, LLM dissertation, University of Pretoria: Pretoria.

Van Rijnsoever, F.J. 2017. *(I Can't Get No) Saturation: A simulation and guidelines for sample sizes in qualitative research*. PLOS One, 1-17.

- Wakefield, L & Gallinetti, J. 2011. *Sentencing of Children to Child and Youth Care Centres Workshop*. Report 8 June 2011. Child Justice Alliance, South Africa. [Online]. From: [www.childjustice.org.za/publications/SentencingofChildren.pdf](http://www.childjustice.org.za/publications/SentencingofChildren.pdf). (Accessed on 26 August 2019).
- Waller, R. 2006. Rebellious youth in colonial Africa. *Journal of African History*, 47(1): 77-92.
- Ward, H & Rose, W. 2002. *Approaches to Needs Assessment in Children's Services*. London: Jessica Kingsley Publishers.
- Wessels, I. & Ward, CL. 2015. A 'best buy' for violence prevention: Evaluating parents' skills programmes. *South African Crime Quarterly* 54:17-28.
- Whitehead, D. 2019. *Do we need to perform a pilot study in qualitative research? If yes, how?* [Online]. From: [https://www.researchgate.net/post/Do we need to perform a pilot study in qualitative research if yes how/5dde17a2c7d8ab16ea05e237/citation/download](https://www.researchgate.net/post/Do_we_need_to_perform_a_pilot_study_in_qualitative_research_if_yes_how/5dde17a2c7d8ab16ea05e237/citation/download). (Accessed on 26 August 2020).
- Whiting, S., Koyana, S., Levendale, C., Molo, M., Nesbitt, G., Rahim, Z., Van Zyl-Gous, N. & Whittle, P. 2015. *Implementation of the Child Justice Act: Progress Report 2010/11-2013/14*. City: Publishers.
- Whittaker, A. 2012. *Research skills for social work*, 2<sup>nd</sup> ed. London: Sage.
- Wilson, M. 2010. *Criminal justice social work in the United States: Adapting to new challenges*. Washington, DC: NASW Centre for Workforce Studies.
- Winter, K. 2009. Relationships matter: the problems and prospects for social workers' relationships with young children in care. *Child and Family Social Work*, 14(4):450-460.
- Yin, R.K. 2011. *Qualitative research from start to finish*. New York, NY: Guilford.

Young, D.S. 2014. Social workers' perspectives on effective practice in criminal justice settings. *Journal of Forensic Social Work*, 4(2), 104-122.

Zimbabwe. 2013. *Constitution of Zimbabwe Amendment Act, Act No. 20 of 2013*. [Online]. From: <https://www.constituteproject.org/constitution/Zimbabwe2013.pdf>. (Accessed on 26 August 2020).

Zehr, H. 2002. *The little book of restorative justice*. Intercourse, PA: Good Books. (The Little Books of Justice & Peacebuilding: Good Books).

Zelden, W. 2007. *Children's rights: International laws*. Library of Congress, Law Library. [Online]. From: <http://www.loc.gov/law/help/child-rights/international-law.php> (Accessed on 12 December 2015).

## **ANNEXURE A – LETTER REQUESTING INDIVIDUALS’ PARTICIPATION IN THE RESEARCH**

Date: .....

Dear Prospective Participant

I, Yvonne Spandiel the undersigned, am a social worker in service of Bosasa Youth Development Centres, Mogale City in Gauteng. I am also a part-time master’s student in the Department of Social Work at the University of South Africa. In fulfilment of requirements for the master’s degree, I have to undertake a research project and have consequently decided to focus on the following research topic: social workers’ role perceptions in relation to working with children sentenced to compulsory residence.

In view of the fact that you are well-informed about the topic, I hereby approach you with the request to participate in the study. For you to decide whether or not to participate in this research project, I am going to give you information that will help you to understand the study (i.e. what the aims of the study are and why there is a need for this particular study). Furthermore, you will be informed about what you will be asked/or what you will be requested to do during the study, the risks and benefits involved by participating in this research project, and your rights as a participant in this study.

This research project originated as a result of the challenges experienced by social workers working with children sentenced to compulsory residence. The aim of the study is to investigate and clarify the role and responsibilities of the social worker working with children sentenced to compulsory residence in child and care centres and to explore the different functions or contributions made by social workers working with children sentenced to compulsory residence in child and care centres.

The following questions will be directed to you:

- What is your understanding of compulsory residence in terms of the Child Justice Act?
- Does your job description focus on your role working with children sentenced to compulsory residence?
- From your experience of working with children sentenced to compulsory residence, what are the roles of social workers?
- From your viewpoint as a social worker working in a child and youth care centre, what impact has a sentenced option on children?



- From your viewpoint, what do child and youth care centres need to do to involve families in the reintegration of children?

With your permission the interviews will be audio recorded. The recorded interviews will be transcribed word-for-word. Your responses to the interview (both the taped and transcribed versions) will be kept strictly confidential. The audiotape(s) will be coded to disguise any identifying information. The tapes will be stored in a locked office at Bosasa and only I will have access to them.

The transcripts (without any identifying information) will be made available to my research supervisor(s)/promoter(s), and to a translator (if they need to be translated into English), and to an independent coder with the sole purpose of assisting and guiding me with this research undertaking. Your participation in this research project will involve one interview at a time and place that would suit you. This interview will not take longer than 90 minutes. Since I would like to give my full attention during the interview, and I might forget some of the valuable information that you share with me, I would like to record the interview on tape. Some of the information that you have shared will be documented in a research report and nowhere will your name or any personal information be shared.

Please note that participation in the research is completely voluntary. You are not obliged to take part in the research. Your decision to participate or not to participate, will not affect you in any way, now or in the future, and you will incur no penalty and/or loss to which you may otherwise be entitled. Please note that you are not signing your rights away if you agree to participate and sign the information and informed consent document herewith as proof of your willingness to participate.

If you agree to take part, you have the right to change your mind at any time during the study. You are free to withdraw this consent and discontinue participation. However, if you do withdraw from the study, you would be requested to grant me an opportunity to engage in informal discussion with you so that the research partnership that was established can be terminated in an orderly manner.

As the researcher, I also have the right to dismiss you from the study without regard to your consent if you fail to follow the instructions or if the information you have to divulge is emotionally sensitive and upset you to such an extent that it hinders you from functioning physically and emotionally in a proper manner. Furthermore, if participating in the study at any time jeopardises your safety in any way, you will be dismissed.

Should I conclude that the information you have shared left you feeling emotionally upset, or perturbed, I am obliged, with your permission, to refer you to a counsellor for counselling. You have the right to

ask questions concerning the study at any time. Should you have any questions or concerns about the study, contact any of the numbers below.

Please note that this study has been approved by the Research and Ethics Committee of the Department of Social Work at Unisa. Without the approval of this committee, the study cannot be conducted. Should you have any questions and queries not sufficiently addressed by me as the researcher, you are more than welcome to contact the Chairperson of the Research and Ethics Committee of the Department of Social Work at Unisa. His contact details are Prof AH (Nicky) Alpaslan, telephone number: 012 429 6739, or email: [alpasah@unisa.ac.za](mailto:alpasah@unisa.ac.za).

If, after you have consulted the researcher and the Research and Ethics Committee in the Department of Social Work at Unisa, their answers have not satisfied you, you might direct your question/concerns/queries to the Chairperson, Human Ethics Committee College of Human Science, PO Box 392, Unisa, 0003.

Based on all the information provided to you above, and being aware of your rights, you are asked to give your written consent should you want to participate in this research study by signing and dating the information and consent form provided herewith and initialling each page.

Thank you for your participation.

Kind regards

---

**Yvonne Spandiel (Researcher)**

**Contact details:** Tel: +27 (11) 662 6897

Fax: +27 (11) 662 6997

Mobile: +27 (0)82 714 3962

Email: Yvonne [Spandiel@bosasa.com](mailto:Spandiel@bosasa.com)

## ANNEXURE B – INFORMED CONSENT DOCUMENT

TITLE OF THE RESEARCH PROJECT: Social workers' role perceptions in relation to working with children sentenced to compulsory residence.

REFERENCE NUMBER: 38997126

PRINCIPAL INVESTIGATOR/RESEARCHER: Yvonne Spandiel

ADDRESS: P. O Box 788, Ennerdale, 1826.

CONTACT TELEPHONE NUMBER: 0827143962

<p style="text-align: center;">DECLARATION BY PARTICIPANT:</p> <p>I, THE UNDERSIGNED, _____ (name), ID No: _____ the participant of _____ (address)</p> <p>A. HEREBY CONFIRMS AS FOLLOWS:</p> <p>1. I was invited to participate in the above research project which is being undertaken by (name) _____ of the Department of Social Work in the School of Social Science and Humanities at the University of South Africa, Pretoria, South Africa.</p>	Initial
Confidentiality: My identity will not be revealed in any discussion, description or scientific publications by the investigators/researchers.	Initial
Access to findings: Any new information/benefit that develops during the course of the study will be shared with me.	Initial
Voluntary participation/refusal/discontinuation: My participation is voluntary. My decision whether or not to participate will in no way affect me now or in the future.	Initial
2. The information above was explained to me by _____ (name of	Initial

<p>relevant person) in Afrikaans/English/Sotho/Xhosa/Zulu/other _____ (indicate other language) and I am in command of this language/it was translated to me satisfactorily by _____ (name of the translator). I was given the opportunity to ask questions and all these questions were answered satisfactorily.</p>	
<p>3. No pressure was exerted on me to consent to participate and I understand that I may withdraw at any stage from the study without any penalty.</p>	Initial
<p>4. Participation in this study will not result in any additional cost to me.</p>	Initial
<p>B. I HEREBY CONSENT VOLUNTARILY TO PARTICIPATE IN THE ABOVE PROJECT.</p> <p>Signed/confirmed at _____ on _____ 20__</p> <p>_____</p> <p>Signature or right thumbprint of participant                      Signature of witness</p>	

## ANNEXURE C – CONSENT FORM REQUESTING PERMISSION TO PUBLISH RESEARCH

<p>As part of this project, I have made an audio recording of your interview. I would like you to indicate (with ticks in the appropriate blocks next to each statement below) what uses of these records you are willing to consent to. This is completely up to you. I will use the records only in ways that you agree to. In any of this record, names will not be identified.</p>	<p>Place tick [*] next to the use of the record you consent to.</p>
<p>1. The records can be studied by the research team and quotations from the transcripts made of the recordings can be used in the research report.</p>	
<p>2. The quotations from the transcripts made of the recordings can be used for scientific publications and / or meetings.</p>	
<p>3. The written transcripts and / or records can be used by other researchers.</p>	
<p>4. The records (i.e. quotation from the transcripts made of the recordings) can be shown / used in public presentations to non-scientific groups.</p>	
<p>_____ Signature of participant</p>	<p>_____ Date</p>

## ANNEXURE D – STATEMENT AND DECLARATION

STATEMENT BY OR ON BEHALF OF INVESTIGATOR(S)

I, Mrs Yvonne Spandiel, declare that:

I have explained the information given in this document

to \_\_\_\_\_ (names of participant).

- He / She was encouraged and given ample time to ask me any questions.
- This conversation was conducted in English and in an indigenous language of the participant's choice and no translator was used.

Signed at \_\_\_\_\_ on \_\_\_\_\_ 20\_\_\_\_\_

(Place)

(Date)

\_\_\_\_\_  
Signature of investigator / representative

\_\_\_\_\_  
Signature of witness

### IMPORTANT MESSAGE TO PARTICIPANT

Dear Participant

Thank you for your participation in this study.

Should, at any time during the study,

- an emergency arises as a result of the research, or
- if you require any further information with regard to the study, or
- if you need to refer someone who is a potential participant for this study, kindly contact me, (Mrs Yvonne Spandiel) on cell 082-714-3962.

## ANNEXURE E – APPLICATION TO CONDUCT RESEARCH

Name of principal student: Yvonne Spandiel		Designation: Researcher
		Organisation: University of South Africa
Contact address: P.O. Box 788, Ennerdale, 1826.		Telephone: 082 607 1594 Fax: 011 662 6997
Title of research: Social workers' role perception in relation to working with children sentenced to compulsory residence.		
<p>Purpose of research:</p> <p>To fulfil the requirements for the Magister Artium Degree in Social Work. The study investigates whether social workers in child and youth care centres understand their roles in relation to working with children sentenced to compulsory residence.</p>		
<p>Research aim:</p> <p>The research aims to investigate and clarify in depth the role and responsibilities of social workers working with children sentenced to compulsory residence in child and care centres and to explore the different functions or contribution made by social workers working with sentenced children. The research will further highlight the reasons for these challenges and put forth recommendations.</p>		
<p>Summary of field      Activity:</p> <ul style="list-style-type: none"> <li>Subjects</li> <li>Sample sizes</li> <li>Instruments</li> <li>Time required</li> <li>Administration</li> </ul>	<p>Participants will be included. They will be selected and consulted to get their consent to participate in the interview process lasting about 1 hour. All the participants will be given enough opportunity to think about their participation and will be requested to sign a consent form indicating their willingness to be part of this research.</p>	
Organisational unit to be approached	The student plans to conduct the research at all the Bosasa Youth Centres.	
The section below to be completed by an approving agency		
<p>Conditions of Approval</p>          <p>If any additional conditions apply list them in the adjacent space or on the reverse of this approval.</p>	<p>Conditions applicable to all research:</p> <ul style="list-style-type: none"> <li>All data to be treated as confidential; anonymity of participants to be preserved.</li> <li>An executive summary of the research findings to be provided to the approval authority.</li> </ul> <p>Conditions that may apply:</p> <ol style="list-style-type: none"> <li>Permission to be obtained from participants.</li> </ol>	

	<p>2. Interview Guides to be used only for the purposes of the research.</p> <p>Additional conditions (if any):</p>	
<p>This research application is approved/not approved</p> <p>Signed: _____</p> <p>Name: _____ Designation: _____</p> <p>Address: _____</p> <p>Telephone: _____</p> <p>Fax: _____</p>	<p>Approval allows the researcher outlined above to approach organisational units and the proposed participants to seek their cooperation to participate in the approved research.</p>	
<p>Overall timeline for the research and months for each data collections e.g. terms, months, stages.</p> <p>The research will take place July to September, social workers will be interviewed and observation in the workplace will be carried out where possible.</p>		
<p>Summary of the research approach, design, methodology and strategies employed to ensure validity and reliability. (Attached data collection instruments)</p> <p>The study is a qualitative study, a variety of data capturing will be used in this case primarily questionnaires and observation.</p> <p>The methodology will be qualitative because it will highlight the challenges faced by the social workers and how they attempt to counter act these challenges.</p> <p>Social workers will be interviewed to indicate their experience of working with children sentenced to compulsory residence. The questionnaire is attached for your perusal.</p>		
<p>Signature of principal student</p> <p>Signature: _____ Date: _____</p>		
<p>Statement of verification and support. To be signed by a supervisor, as applicable.</p> <p>I verify the details of the research proposal and provide assurance that I am fully aware and supportive of the purpose and content, and that ethical considerations have been adequately addressed.</p> <p>Name:(print): _____</p> <p>Designation: _____</p> <p>Dept. /Organisation: _____</p> <p>Telephone: _____</p> <p>Signature: _____</p> <p>Date: _____</p>		



## ANNEXURE F – PERMISSION LETTER FROM BOSASA YOUTH DEVELOPMENT CENTRES

BOSASA YOUTH DEVELOPMENT CENTRES (PTY) LTD  
Reg No 2003/002606/07 Vat No 461020985  
Mogale Business Park Windsor Road | Limpitshale | Mogale City | Gauteng | South Africa  
Private Bag 2002 | Krugersdorp | 1740 | Gauteng | South Africa GPS: 5 26° 06.830' E 27° 46.943'  
Tel: +27(0)11 662 6000 Fax: +27(0)66 515 2302 National Number: +27(0)66 181 1511  
www.bosasaydc.com



27 January 2014

Ms Yvonne Spandiel  
Curriculum Developer: Child and Youth Care Work  
Bosasa Youth Development Centres  
Mogale Business Park  
Mogale City  
1739

Dear Yvonne

### REQUEST FOR PERMISSION FOR RESEARCH STUDY

Thank you for choosing our facilities to conduct research. Permission is granted and may your good work bear fruit.

As we are in Partnership with the Department of Social Development, in the provinces of your study, I think it will be appropriate if we copy the Provincial Coordinators of these facilities, so that they know when you will be in their arrears.

They could also indicate in their Quarterly Report of such research, by so doing we would have covered our base.

I pray you continue to do well in your studies

Kind regards,

Ms Thandi Makoko  
Executive Chairperson  
Bosasa Youth Development Centres (YDC)  
Tel: +27 (0)11 662 6891  
Fax: +27 (0)662 6991  
Mobile: +27 (0)82 607 1543



DIRECTORS: JSA Leyds (Ms), NLT Makoko (Ms), MS Dlamini, LCS Scholtz (Dr), M Oliveria (Ms)

BOSASA CHILD & YOUTH CARE CENTRES: MOGALE LESEDIENG +27(0)11 685 1247 CLANWILLIAM +27(0)27 482 1900/214 HORIZON +27(0)21 843 3863/4/5  
NAMAQUA +27(0)27 712 1394/5/6/7 DE AAR +27(0)53 631 6006/11 SIKHUSELEKILE +27(0)47 531 2480 JOHN X MERRIMAN +27(0)43 726 8660 MAFIKENG +27(0)  
18 387 0914/6 MATLOSANA +27(0)18 466 5500 RUSTENBURG +27(0)79 171 7046 POLOKWANE +27(0)15 293 1728 MAVAMBE +27(0)15 851 7911/7/8

## **ANNEXURE G – INTERVIEW GUIDE**

### **INTERVIEW GUIDE**

#### **Social workers' perceptions of their roles and responsibilities in working with children sentenced to compulsory residence**

1. What is your understanding of compulsory residency in terms of the Child Justice Act?
2. Does your job description focus on your role working with child sentence to compulsory residence?
3. From your experience in working with children sentenced to compulsory residency what are the roles of social workers?
4. From your viewpoint, what do Child and Youth Care Centres need to do to involve families in the reintegration of children?
5. Can you please tell me more about the networking with stakeholders?
6. Tell me about the shortcomings or challenges you experienced.
7. Is there any recommendation you would like to add to address the challenges experienced?

**I would like to thank you for being part of this research.**

## ANNEXURE H – EXAMPLE OF A VERBATIM TRANSCRIPT

Name of Centre	Participant's Occupation	Gender	Code	Age	Years of experience
Bosasa Youth Centre	Social Worker	Male	A	35-40	More than 5 years

A1 R: Good afternoon

A2 P: Good afternoon ma'am

A3 R: As you know my name is Yvonne Spandiel, I am a social worker working at Bosasa and

A4 I am also a Masters in Social Work student at UNISA. I am supposed to undertake a research

A5 project and to complete this study and I have decided to focus on the topic social workers'

A6 role perception of working with children sentenced to compulsory residence. The problem

A7 originated from the fact that with the implementation of the new CJA changes in dealing

A8 with children in conflict with the law came into effect. The CJA creates an effective

A9 sentencing framework for children and one of these sentences compulsory residence in

A10 Child and Care. The CJA does not clearly state the role of social worker working with

A11 children sentenced to compulsory residence in Child and Youth Care Centre.

**A12 R: What is your understanding of compulsory residence in terms of the Child Justice**

**A13 Act?**

A14 P: Compulsory residence is a sentenced option Compulsory residence is a sentenced option

A15 where a child under the age of 18 can complete is sentenced in a registered Child and Youth

A16 Care Centre that detains children who are in conflict with law. They are not supposed to be

A17 held in police cells. They receive programs to transform and rehabilitate them.

**A18 R: Does your job description focus on your role working with child sentenced to**

**A19 compulsory residence?**

A20 P: My job indicates that I am responsible for all children in the Child and Youth Care Centre

A21 whether they are awaiting trial, place of safety or sentenced. As a Senior Social Worker I

A22 must ensure and monitor that sentenced children are getting proper and necessary

A23 programmes to transform the behaviour. To ensure their basic needs are met.

**A23 R: From your experience, what is the role of the social worker working with  
A24 children sentenced to compulsory residence?**

A25 P: My role as a Social Worker would be to conduct treatment programmes relating to  
A26 young people. During the admission the process start with the interviewing process of  
A27 the young person at the centre. We do an initial assessment of a child. In this interview  
A28 we have supporting documents like a presentenced report compiled by a probation officer  
A29 We also assist the probation officer with information regarding the child's background.  
A30 This is complimentary to the interview where we rely on the child himself to give us the  
A31 information in order to complete the assessment document. We sometimes have the child  
A31 admitted for a sexual offence. We use other assessment tools and do a more  
A32 comprehensive assessment. Then after that it also forms part of the assessment process.  
A33 We complete a comprehensive assessment report and we also complete an individual  
A34 treatment plan. It all forms part of the assessment program. The individual assessment  
A35 plan form part of the assessment process. Then we will have individual sessions with the  
A36 child and we discuss the treatment and the treatment agreement with the child. Then we  
A37 focus on treatment of children identified in the individual treatment plan of children.  
A38 During the drawing of the child's JDP. All professionals sit together with the child. The  
A39 Social Worker, Occupational Therapist, Child and Youth Care Worker and Education  
A40 Coordinator sit together with the child and draw up his treatment program. The social  
A41 worker coordinates the process. As the senior social worker, I will make sure, that if a  
A42 child needs something or wants to see a social worker I will coordinate that during working  
A43 hours. also render specific treatment programmes like the colour my world programme. I  
A44 am also responsible for the supervision of the social workers. The therapeutic programs  
A45 that we are rendering is the Colour my World Program which is a sex offenders' treatment  
A46 program for children in the Centre. Then we have the ART programme which stands for  
A47 Aggressive Replacement Training which focus on anger management in the Centre. Then  
A48 we have the Bridges to Life programme which is a restorative justice programme, mainly  
A49 focussing on the child himself. The program speaks about forgiveness and that the child  
A50 takes accountability of the offence he or she committed. It is a very spiritual programme  
A51 because it focuses on the children's relationship with God and him making things right  
A52 and him forgiving himself first and foremost. We also have the Matrix programme which  
A53 is an alcohol and drug abuse treatment programme. It focusses on ending substance abuse.  
A54 The individual programmes that we are rendering can be part of a therapeutic program

A55 like in The Colour My World Programme but you start off with individual sessions where  
A56 you discuss the treatment plan with the child. Then you do the assessment with the child.  
A57 He will be signing an agreement to indicate that he is ready to attend the program. The  
A58 other programmes have individual elements. If a child refuse to attend the group work  
A59 programmes the Social Worker has to see the child on an individual basis in order to  
A60 motivate him to attend the programmes. The Social Worker will assess (when the child  
A61 is) ready to attend the treatment program. If the child is not ready, the social worker need  
A62 to (adjust) the treatment strategy, if a child is not able to function in the group work session  
A63 the social worker will do individual sessions with the same outcomes as the group work  
A64 sessions. The social worker, social auxiliary worker, the professional nurse, occupational  
A65 therapist, child and youth care worker, education coordinator and educator that knows the  
A66 child.

**A67 R: Can you please tell me more about the networking with stakeholders.**

A68 P: The stakeholders that we are working with is the same people that we are working  
A69 with like the probation officer. The probation officer remains the overall case manager  
A70 of the child. They are the people who referred the child to us from the court so the  
A71 probation officer needs to know what is happening with the child whilst he is in the  
A72 centre. In some instances, we invite the probation officer to attend the child's Individual  
A73 Development Plan. The family is also an important stakeholder because reintegration is  
A74 the key objective. Any other significant person or role-player within the family  
A75 community like the church, if the child belongs to a specific youth club in church. I can  
A76 also use an example that if a child was part of a music band we approach the specific  
A77 people to stay in touch. It is always good to have a support structure in place for them  
A78 when they are released. Social Development when we need help from them regarding the  
A79 child. For example, permission for medical assistance if the child maybe need glasses.  
A80 The court because we inform them about the child's progress and whether the objectives  
A81 of the sentence order were achieved. Other role players might be the Department of  
A82 Health, The South African Police Service, the Department of transport, the Department  
A83 of Education and the Department of Arts and Agriculture. I also represent the Centre on  
A84 the case flow management meetings with the Department of Justice where other  
A85 stakeholders also attend.

**A86 R: From your viewpoint, what do Child and Youth Care Centres need to do to  
A87 involve families in the reintegration of children?**

A88 P: Re-integration is when a child is admitted in the centre and he needs to go back from  
A89 where he come from. We need to render services to his family to place him back into the  
A91 care of his family. Or we need to look for alternative placements like foster care or living  
A92 independently. Families should participate in FGC as part of family reunification for  
A93 them to be prepared, educated and empowered on parenting skills. A social worker must  
A94 also conduct community awareness campaign on restorative justice for them to  
A95 accept sentenced children as changed person.

**A96 R: Correct me if I am wrong. You have been working with children sentenced to  
A97 compulsory residence for the past 5 years? Tell me about the shortcomings or  
A98 challenges you experienced.**

A99 P: Sentenced children have negative attitude towards secure care centres because that  
A100 they do not get parole and is best if they become violent for them or court to transfer  
A101 them to prison. Some children do not fit into the therapeutic milieu because of their  
A102 challenging behaviour and it takes a long time for them to realise that they are here  
A103 because of their behaviour. They do not take accountability for their behaviour and they  
A104 don't understand that the programmes are geared towards helping them. Our Centre  
A105 sometimes become a dumping site in the sense that children are placed in our care and  
A106 know they are our responsibility. Families feel they don't need to worry about them  
A107 anymore. They are now in somebody's hands. These children travel long distances from  
A108 their families. We have children from Kimberley that is 800 kilometres from us. Some  
A109 children need to go for home visits because families are too poor to visit them at the  
A110 Centre. The parent might have other children and focus on.

**A111 R: I would like to thank you for being part of this research. I will make this research  
A112 available at a later stage.**

A113 It was a pleasure and like I said if there is any assistance you need I will gladly